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Leisure Education and Recreation . . . . N. L Engelhardt

The Science of Educating the Body . . Arthur H Steinhaus

Physical Education and Physical Therapy ---Past and Present . . . . . Ernst Hermann

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An Invitation and a Message . Edna W. Bailey; Agnes R Wayman

Swimming and Lifesaving Program for Summer Camps . . . . . John A. Torney, Jr.

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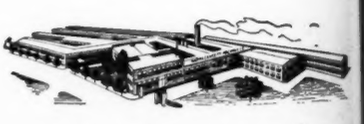

Leisure Education and Recreation

--- and the Educator's Responsibility

By

N. L. ENGELHARDT

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Teachers College, Columbia University

SURVEYS of school systems include many interesting maps. They frequently show population scattergrams. They show where the children of the various grades live. They frequently indicate the recreational areas, or the opportunities provided in the community for avocational or leisure-time interests. Studied closely these maps frequently show a complete lack of correlation between the density of child population and the facilities which are provided for their recreation and leisure time. Frequently, the attendance departments report the largest numbers of cases of non-attendance in these areas. A study of the juvenile court cases shows that here, again, occur a larger proportion than is to be found in other parts of the community. Slum housing, the lack of adequate educational facilities, the greatest density of child population, and a disproportionate number of child delinquency cases seem to go hand in hand due to the way in which cities and school systems have grown. When and as decreases in child population take place in American cities, the declines are found to occur in the residential areas where home playgrounds abound and where the city fathers have provided parks and playgrounds generously.

One of the fundamental issues confronting school systems today is how to stem the tide of delinquency and to approve substitutes for the recreational time of many children who are today being denied the chance to live wholesome and socially worth-while lives outside of school time. There is no reason why the educator should blink the crucial issues involved. A schoolhouse provided with little more than limited classroom space facilities, located upon a school site with no playground provisions, and situated in a densely populated and completely saturated city district certainly does not provide opportunity to the educator for building a program of leisure time and recreation—let alone the question of carrying on even a meaningful educational program during the course of the school day.

On this island of Manhattan will be found many such schoolhouses in many such areas. The city fathers are making significant progress in bettering conditions. There is a long-time program ahead if this island becomes really interested in the education of its future citizens. It should begin to provide within the schoolhouse the educational facilities needed for a well-rounded developmental program, and the play facilities outside of the schoolhouse for giving our boys and girls a wholesome recreational after-school life. Not only is such a program required in Manhattan, but many other communities of lesser size and even of the smallest size need to set up citizen groups and to encourage them to bring before the community constructive programs for the provision of the facilities which will make for better leisure and recreational opportunities for young and old alike.

IT is becoming increasingly difficult for society to distinguish between the responsibilities of the school and the responsibilities of other community agencies. The school can no longer limit its influence to a few hours a day. The schoolhouse should be the community schoolhouse in which a constantly expanding program of development of youth is being advanced. This program is not built merely in terms of a limited curriculum, limited testing programs, or limited phases of the child's development. The school's offerings include every opportunity for the child to be guided adequately, to take the kind of school program which will benefit him most, to indulge in non-academic programs which will create satisfactory social and mental attitudes, and to participate in recreational activities which will keep him at the fullness of his strength and vigor. Educational groups constantly lay down objectives which they seek to attain through the school program. They know right well that these objectives can never be attained with the unfortunate physical conditions which surround the lives of many children. The educator also knows well that society will carry a tremendous institutional burden in reformatory, prison, and insane asylum if correctives are not applied.

The schoolhouse itself must be planned to meet the needs of the expanding educational program. Just consider the limited facilities that have been put into schoolhouses under the pretense that the health, recreational, and physical educational programs were being served. One finds one-third of a classroom unit devoted to medical inspection. There is a gymnasium of sufficient capacity to permit of two or three periods a week per pupil. Locker and shower facilities are provided. Very few provisions beyond these are to be found in most schools.

An address presented before the Recreation Section of the American Physical Education Association Convention, April 23, 1937, New York City.

To be sure, some of the larger schools, especially in the metropolitan area, provide more. Rooms for special athletic games, quiet rooms for social games, corrective physical education rooms for individual development, clubrooms to meet the needs of organized adult and youth groups—these are types of indoor facilities that should be found in every school. The outdoor facilities should make provisions not for the limited few but for all kinds of games for the many of both sexes. Softball courts, soccer fields, outdoor basketball, handball, tennis, and horseshoe courts, and the like, are suggestions of the facilities which the community school needs. If sufficient land is not available, there is no reason why, in this day and age, playgrounds with adequate ceilings and freed of all supporting columns should not be tiered one above the other so that the needs of human beings may be met.

The New York State Board of Regents' policy of requiring combination auditorium-gymnasium in the schools of many communities is a splendid illustration of how the controlling educational body in the state may defeat the very purposes of education. An auditorium-gymnasium is neither "fish" nor "fowl." It stifles the program for music, public-speaking, the dramatic and fine arts, and it makes possible only a limited program in the field of health, recreation, and leisure time where bodily exercises are involved. The American Physical Education Association ought to take a very determined stand against the inclusion of this educational monstrosity—the continuation of auditorium-gymnasiums in the school buildings of the future. No educator having tried them wants them again, unless he has limited vision of what his educational program should do for his children. They are not inexpensive to build and true economy does not result.

A FUNDAMENTAL issue in this whole area of health and physical education is the lack of participation in the program of the teachers in other areas or in other school subjects. Rarely does one find a school, or a school system, in which the faculty has conceived of the whole range of health service and of health and physical education. Education in these areas has been too often shunted off into a separate or isolated part of the building. The teachers of health and physical education have also frequently thought of themselves as apart from the remainder of the faculty.

The promotion and maintenance of physical and mental health are not the professional obligations of just a few members of a school staff. Each faculty member should be thoroughly conscious of what the objectives are and of how the school is seeking to attain them. The health function in a school system is what I should call a vertical function. Its path runs across all of the horizontal functions or activities of the school. The health program in its fullest sense cannot be carried out unless there is this constant awareness of all the staff in the program. The staff should make frequent or continuing surveys to discover whether its health and recreational program is really becoming meaningful in the lives of all children. Such surveys should be cooperative enterprises in which the physical education workers lead and other faculty members participate. The surveys should stress the school environment, interior as well as exterior. The hideous color schemes of many of our school buildings are enough to interfere with the success of the program. Lighting facilities, natural and artificial, should be studied carefully and recommendations made. Wherever the school plant conditions conflict with the health or physical education teachings, changes should be proposed. For instance, without doubt most schools teach children that they should wash their hands before going into the cafeteria to eat. In most schools, however, washing facilities are lacking which will permit of use within the time limits provided for the cafeteria program.

THE relationship of the educational program to the after-school program should be carefully worked out. Assurance should be had that the opportunities in the school are not being multiplied for the few and being denied to the many. The over-exploitation of individuals who have certain skills which the school may use to its advantage, and neglect of those whose skills have not come to the fore, are problems that must be considered. The need for developing that kind of an educational program which will permit of carry-over into the after-common-school life is another phase of the program that these surveys should stress. In other words, does the school staff have a common understanding concerning the program to be advanced in the health, physical education, and allied fields? If so, what is the program? Does the community know the program for which the school stands and is sufficient effort being made to draw the community and school together that out of their combined work may come the opportunities for growth and expansion which the school has so long promised its youth?

The program originated under the WPA for the use of school facilities after school hours for recreation and leisure has been exceedingly meaningful and worth while in many communities. The continuation of this service is a responsibility that the school administrator should anxiously accept. The eager and enthusiastic groups of youth who are to be found in school buildings participating in these leisure and recreational programs give evidence of the great need. So frequently communities in the United States lack entirely, or in large part, the provisions for any worth-while after-school program. Within a short range of this hotel are to be found communities of 5,000, 10,000, and 15,000 people within whose residential areas practically no provisions are to be found for wholesome social, recreational, or educational development. The realtors have divided the land, made their profits on the homes, and have left little beyond the compulsion of paying off the mortgage. The schoolhouse, even with restricted facilities, is the only provision outside of a few limited commercial enterprises for the entertainment, the amusement, or the educational advancement of the area. In that schoolhouse the educational program should not be simply a preparation for tomorrow so that the youngsters may go through the same process through which the parents are passing today. The schoolhouse should teem with community interest and enthusiasm all of the hours of the day and evening and no group,

(Continued on Page 392)

The Science of Educating the Body

By

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THIS paper is the text of an address made by the author before the Congress of Physical Education and the International Sport Students' Camp convened in Berlin, July 23 to August 17, 1936, in connection with the XI Olympic Games, under the auspices of the Ministry of Education of the German government.

The German title "Körpererziehung als Wissenschaft" assigned to me by the organizing committee of this Congress has itself taught me something. I had always in my mind translated "Körpererziehung" as "Physical Education" and had assumed the terms to be synonymous. The second and third thoughts which a speaker must give his title, however, brought me to realize that this is not the case. "Körpererziehung" is best translated into English as "education of the body" not as Physical Education since to an American, at least, the term "Physical Education" connotes also education of something or other by means of physical activities. In America this difference is often sharpened by our philosophers of Physical Education in the commonplace "not only education of the physical but also through the physical."

If I may dare pose for a brief second as an interpreter of current history, I would say that in Germany there has always been a greater emphasis on education of the physical while in America we have, in the last decade or two, taken a very strong swing toward education through the physical and very often, unfortunately, neglected education of the physical. (I trust my American companions in this audience will agree with me.) There are, however, now many positive signs on our horizon which indicate that we in America are returning to a stronger emphasis on "physique education," or education of the physical—really the primary and distinctive though not the sole function of physical education. All forms of education may develop the mind and spirit of man but only physical education can develop his body.

Because of this difference in their meanings I am glad that my title is "Körpererziehung als Wissenschaft" rather than "Physical Education as Science." Science implies to me not only the existence of a definite cause and effect relationship but also man's mastery in understanding this relationship to the point of being able to predict what results will follow in the train of a series of causative factors.

It is only in the realm of the effects of exercise, sports, etc., on the body that we have, at present, a fairly large number of established data and the emergence of principles without which there can be no prediction. Concerning the effects of exercise on the mind and spirit of man we have beliefs and convictions but few facts. I do not mean to imply that there are no effects. In fact, like others, I am convinced that the person is a unity and therefore any activity must affect the entire individual. Our difficulty lies in the fact that to date we do not have sufficiently adequate and objective devices for measuring and recording changes in all areas and where we can measure we are confronted by the terrifically complex array of possible causes. To illustrate: It is fairly easy to determine whether or not a season of training in football or heavyweight lifting under certain specific conditions will increase weight or cause muscles to grow. It is even possible to predict that the increase in muscle size will be roughly proportional to the intensity of work or the amount of work done in a unit of time. Further, this will be true, though in varying degree, depending on body type, of all healthy persons so engaged. This begins to sound scientific. In contrast, who is able to predict just what attitudes of racial understanding, or what standards of honesty, or what appreciations of infinite values will develop in consequence of a season of sport or of the Olympics? Even though most of us are convinced that such changes do take place, who knows their direct cause—is it the smile of a competitor, the odor of his perspiration, or his dogged perseverance that turns the trick? And does it turn the trick in the same direction for each of us? Obviously in these areas we know too little to speak of science. Let me, however, reemphasize my conviction that in these areas also there is law and order. It is only the limitation of our ability to comprehend and measure the multitudinous number of variants which here act and interact, in different combinations for each person, that has to date delayed the progress of a scientific attack in these areas. Some day perhaps the seemingly chaotic forest of the mental and spiritual aspects of man's nature will also be seen as trees planted according to a definite pattern—we must yet learn to look for and recognize new patterns of facts if we would be scientific in these areas. When this day has arrived we will be able to speak to the subject "Physical Education as Science."

Though as a physiologist I am, and should be, very conservative and therefore hesitate to sanction the christening of new areas of human endeavor as sciences, I feel a bit soft-hearted about "Körpererziehung." I find myself at times almost willing to recognize this area as a science largely because I think of it as an offspring of the biological sciences, particularly Anatomy and Physiology; and because I see so much of special knowledge

in this area which makes it possible for us to predict with fair certainty what will happen to a body when it is subjected to certain dietary or exercise regimes. At this point it is my duty as a physiologist to remind you that a good inheritance, proper nutrition, and protection from enemy organisms are at least equally, if not more important factors in the development and care of the body than is exercise and *all of these factors belong in our domain as physical educators,* even though many of us have failed to recognize them.

At other times when I am more rigid in my thinking, I say that "Körpererziehung" is an art, as are medicine, education, and the other professions; and as an art it is founded on the sciences of Genetics, Anatomy, Physiology, Bacteriology, Psychology, and perhaps the Social Sciences, to say nothing of the Physical Sciences which are basic to all. In this sense we as physical educators are artists who need to be versed in these foundation sciences and as artists we must creatively apply the findings of our sciences in the proper combination to each individual in every special situation even as any artist does.

In this spirit let me now proceed to recount for you some of the more or less established facts and principles which help us to understand and predict why the body is what it is and how we can influence it to change, i. e., how we can educate it. To make this more interesting as well as brief, I shall confine myself largely to illustrations from and applications to athletics.

In the games which we are soon to behold we shall probably be impressed by the great height of the oarsmen, jumpers, and throwers of shot and discus. At Amsterdam in 1928 these were found by Kohlrausch to average over 180 cm. (70 inches). Similarly will the shortness of distance runners, marathon runners, boxers, wrestlers, and weight-lifters stand out. Their average heights at Amsterdam were 166 to 169.7 cm. (64.8 to 66.2 inches). The sprinters will probably be intermediate and the 400-meter men will exceed the sprinters by a few centimeters. But height is only one determining factor. Weight, leg length, muscle viscosity, organic type, temperament, and other more or less invisible factors are just as important in adapting individuals to events—yes, and in determining the winner. Of importance to us now is the fact that many of these characteristics are of the inherited kind, which can only in moderate fashion be altered by training. No wonder, then, that the Nordic races of greater stature have excelled in events requiring height and that the shorter races have led in the great distances. The supremacy of Frenchmen, Italians, Hungarians, and Belgians in fencing, the superb performance of the Japanese in swimming, and the recent phenomenal entry of Negroes into the class of tapebreakers in the sprints must, no doubt, also seek explanation in some advantageous combination of innate characters. The breeding of dogs and race horses for speed and the records of game cock breeding, which in Japan, Persia, and among the Incas go back many centuries, are even more striking evidences for the inheritance of those faculties which make for athletic preeminence. We know that the endocrine glands, themselves inherited, are responsible for many of these traits and in animals at least we have seen changes in height, in weight, and in temperament produced almost at will, in many laboratories of Europe and America. Yet it remains doubtful, to me at least, whether we shall soon endeavor to supplement an individual's inherited equipment by the addition, or subtraction, of those endocrine ingredients which he might need to reduce his time a second or add a meter to his record. This would be "Körpererziehung" with a biological vengeance, requiring in some instances several generations of application, and hence for scientific reasons not too much should be expected of it in the training regimens of the Olympics for another century.

Let us now direct our attention to less far-sighted undertakings, to see what changes can reasonably be expected to occur in the body of an individual within a few months or years in consequence of a program of physical education, or training.

What happens in the body of a runner, let us say a dash man, as he approaches the starting pits in the finals of an Olympic event? His heart, which, because he is a well-trained athlete, has at rest beat sixty or fewer times per minute, is already accelerated by the excitement and anticipation of the event. This acceleration is psychic and is a conditioned reflex unconsciously developed by the frequent association of shrieking grandstands, excitement, and races, with the act of entering a race or even of thinking about it. Simultaneously, and by the same mechanism, breathing is quickened; the walls of the stomach relax to ineffectiveness; the bladder contracts, giving rise to an urge to urinate, the blood pressure is moderately raised; a little more sugar enters the blood from the liver, and probably there is already a shifting of blood away from the viscera to the musculature. Since these adjustments are psychic, they vary a great deal with the kind of conditioning the individual has experienced, and therefore we observe all degrees of so-called "nervousness," or "start fever," as the Germans have aptly called this syndrome.

Let us now return to our runner. He takes the mark! gets set! and is off! The nerves to his leg muscles, now released from central inhibitions, begin to transmit volleys of minute nerve impulses, concerning whose nature and time relations we are indebted to the famous Japanese, Kato and to the Nobel laureate, Adrian. Fifty or more of these impulses, each traveling at a speed exceeding 100 M. per second enter hundreds of muscles in trunk, arms, and legs—all so perfectly timed, to the thousandth part of a second, that antagonistic muscle groups alternate in perfect synchrony. We see a human body traveling at a rate of more than 36 kilometers (21.6 miles) per hour whilst internally, each second, literally miles of nerve fibers are traversed by nerve impulses; and the soft jelly-like muscle tissue generates energy well above two horse power in magnitude.

With every muscle contraction more blood is forced into the veins—it is as though the contracting muscle cells milk the blood out of the capillaries which surround them, driving it into the veins, thus making room for fresh blood from the arteries. The resulting increase of venous pressure is the most important circulatory change to occur. On it depend all subsequent changes. The

augmented venous pressure fills the heart chambers to the stretching point. This stretching of the right heart calls forth the Bainbridge reflex, resulting in an increase in heart rate via the vagus and sympathetic nerves. The faster heart moves more blood into the aorta and there the pressure rises, making further delivery of blood into the arteries more difficult. Consequently the heart stretches further in diastole only to respond with a more powerful systole in the next beat. This increase of contraction power resulting from stretching of its muscle fibers in diastole was called by Starling "the law of the heart." In consequence of such more rapid and more powerful contractions the output of the heart is increased many fold. In one instance measured by Christiansen of Copenhagen the output during vigorous exercise in a highly trained individual reached 37.3 liters of blood, whereas in the same individual at rest the output was only 4.2 liters. This output of 37.3 liters per minute (the average of three tests) is to my knowledge a world's record for heart work. Not only did the left ventricle expel this quantity of blood in a minute but the right ventricle must have done the same. It is almost unbelievable that even an athlete's heart should be able to handle almost 75 liters of blood per minute. In this case it beat 179 times a minute, so that with each beat the heart expelled 209 cc. of blood from each ventricle. In the untrained, of course no such figures are even approximated. In fact, the ability to match the increased demands of exercise with appropriate increases in minute volume is the mark of a "well educated" heart, for in the emergency created by the demands of a strenuous race much, if not all, depends on bringing oxygen-laden blood to the active muscles.

But in a short distance run the heart never keeps step with the demands of the muscles. Their oxygen requirements for fast running are entirely too great. For instance, Professor Hill reported that in one exercise bout lasting only 13.1 seconds the muscles worked so fast that their oxygen need was 7.1 liters. To have delivered this amount of oxygen in 13.1 seconds the heart would have had to pump at a rate in excess of 269 liters of blood per minute. This is impossible; therefore, sprint speeds cannot be maintained for longer than a fraction of a minute. When oxygen fails to arrive lactic acid accumulates and when about 70 gms. of lactic acid have accumulated the muscles are through. They are saturated with about 0.3 per cent of this acid. This is the "fatigue maximum." The runner now must slow down or stop whether or not he has finished his race. The wise runner is one who so manages his race that he reaches this maximum the moment he crosses the tape. Only then has he run his best race. Such timing is obviously more important in the distance runs, where it is necessary to hold back on speed until the final sprint. In the 100-meter distance such timing is not an important factor. From the start no effort is made to bring extra oxygen to the muscles; in fact, very few breaths are taken. Immediately the lactic acid begins to pile up; but it remains doubtful whether in our fastest runners the fatigue maximum is reached at the end of 100 meters of running. It is more likely that speed in these shorter races is limited by such physical factors as muscle viscosity rather than the lactic acid maximum. In the 200-meter and longer races, however, it is no doubt the deciding factor.

To dispose of this approximately 70 grams of accumulated lactic acid the runner must now absorb about 10 liters of oxygen. This is the well known oxygen debt of A. V. Hill. Having paid his oxygen debt, the runner is squared with his internal world and ready for the next event. Such complete recovery may take longer than an hour.

We have seen a little of the crisis which the body must face and overcome each time it engages in athletic contest. We have already seen some of the changes induced by training. Let us now examine quickly a number of other ways in which the body can be made more fit to meet such emergencies. Truly the purpose of all education, including physical education, is to prepare the individual more effectively to meet the crises of life. The distinctive, though far from the only contribution of physical education toward this end is the perfecting of the body's equipment of skill, of strength, with its dynamic expression of speed, and of endurance.

Skill

The development of skill through practice is so familiar to all of us that it seems unnecessary to elaborate the point. Such phrases as "practice makes perfect" no doubt are found in the sayings of all languages. In more recent years psychologists have discovered that the acquiring of skill proceeds in an orderly fashion and can be expressed in a learning curve which resembles a mathematical expression. They have also pointed the way toward more effective spacing of practice and rest periods, of judicious rehearsals of the whole or a part, so that the good teacher can, by observing these laws, hasten the coming of skill and remove some of the drudgery of practice. In athletics we have seen the employment of slow motion cinematography to analyze the form of both experts and dubs, to the end that the latter might cast aside his impedimenta and adopt instead the fine points which give success to the former. Especially Knoll and Jokl have done much with this method. The latter for instance, discovered that the best broad jumpers accomplish the important feat of shifting their center of gravity to a position directly in front of the jumping leg by sharply rotating the foot of the other leg outward in the step just preceding the take-off. Jokl reports in this connection that when this was called to the attention of a German athlete who had been jumping 6.70 meters, in his very next jump this individual accomplished 7.16 meters, to set a new German intercollegiate record.

The full attainment of skill often awaits the strengthening of certain key muscles which in a specific coordination should alone carry the load. Until the muscle in question is sufficiently strengthened other muscles less advantageously attached assist, resulting in a movement which is clumsier than necessary. The ability to relax all but the necessary muscles is also an important element in skill. It is, in fact, responsible for the appearance of

gracefulness. Dill and his coworkers at Harvard were able to catch up this element in skill in a "skill index" which is nothing more than oxygen consumption per minute per unit of body weight while the individual engages in a standard running exercise. His smoothest runner consumed 26 units of oxygen, while a clumsy, unpracticed man required 40 units for the same task. Thus is illustrated a relationship between skill and endurance which is often overlooked. Obviously an unskilled man who spends 60 per cent more of his energy cannot last as long as the more economical, skilled person, even though the heart, lungs, and other vital organs be equally efficient in the two. It is something like driving an automobile with a bent axle or wheels out of alignment. Much of skill can be learned. It is the result of change produced by training in the cortex. The rest of skill is the inherited structure and innate behavior patterns handed down from generation to generation.

Strength and Speed

The strength of a muscle, or its ability to pull, is directly proportional to the area of its cross section. According to Harvey of Chicago this pulling power is about 140 pounds to the square inch (9.7 kgm. per cm.^{2}). Thus if the effective cross section of a muscle were doubled its strength would also be doubled. This pulling power is due to the united effort of many thousands of discrete, cylindrical muscle cells averaging in length about 1¼ inches (32mm.) and in diameter, 1/600 inch (0.04 mm.) (in m. biceps brachialis of man there are about 260,000 such cells). If the four billion (4 milliarden) muscle cells in the body of a single person were laid end to end, the tiny strand (80,000 miles, or 128,000 km.) would encircle the globe more than four times in the latitude of Berlin. Exercise makes an individual's muscles become larger and therefore stronger; but it does not cause the number of cells to increase. The increase in size is due to thickening of some of the cells which previously had been undersize. This was first demonstrated by the brilliant histologic studies of Morpurgo of Sienna in 1897. Leg muscles which had almost doubled their size due to exercise were shown by actual count to have no more muscle cells than their smaller mates from the unexercised leg of the opposite side.

But not all forms of exercise are equally effective in this regard. At the close of a winter of heavy gymnastics and wrestling the students of the Deutsche Hochschule für Leibesübungen in 1923 had larger muscles, as measured by girths, than they had in the following autumn after additional participation in a summer session of track and field activities. Other experiments on man and animals point in the same direction. Muscles grow in size and strength whenever they are taxed on their limit, that is, when they are called upon to pull their maximum, or just a little more. They recede in size much more quickly than we think when their tasks are lightened. Thus are illustrated the famous "Aktivitätshypertrophie" and "Inaktivitätsatrophie" theories enunciated by Roux in 1905 and more carefully restated for muscle by Weizsäcker in 1920. At Amsterdam in 1928 Bethe and Fischer found by ergometer tests that those muscles which an athlete called upon most in his particular event were his strongest muscles.

Let us now ask, how can an athlete increase his speed? The answer is he must increase his strength.

Each muscle fiber may shorten to approximately one-half of its relaxed length and thus by lifting a load perform work. (Work equals Load times Distance). Now if in two successive pulls the load and distance remain constant but the tension or strength applied is increased, the work will be done more rapidly. Thus speed depends on strength. This is just another way of saying that a strong man can lift a weight or close a door more rapidly than can a child. But strength and speed are not exactly proportional to each other. It takes more than a doubling of strength to double the speed. This is because a portion of the strength must always be devoted to overcoming the viscosity or internal resistance to change in the muscle itself, and the viscosity factor increases rapidly as the time of shortening is reduced. Therefore more and more of a muscle's strength is devoted to changing its own shape as its speed of contraction increases. Recently Professor Fenn of Rochester found that with every 10 per cent increase in speed an additional 3.1 per cent of the muscle's tension was devoted to overcoming its internal problems and therefore lost for external work. From movie films of very good runners he calculated that m. biceps femoris during the backward swing of the leg just before the foot left the ground was shortening at the rate of 58 inches (148.5 cm.) per second. At this rate the muscle's entire strength was used to overcome its internal resistance. In other words, top speed is attained when all of the strength is used to overcome viscosity.[1]

Only by increasing strength can still greater speed be attained. The ultimate in speed is attained when the inertia of the enlarging bulk of muscle which accompanies each increase in strength, itself uses up the added strength it provides.

Speed is more than strength. It is really strength guided by skill. The high jumper who clears the bar at six feet is off the ground for less than one second. Only the most skillful coordinations make it possible for him to perform the many fine adjustments each in its proper place at exactly the right instant in order to complete this remarkable feat in so short a time. Thus skill, strength and speed are inseparably united in almost every act and all are subject to education in predictable fashion.

Endurance

Endurance or the ability to hold off against fatigue and thereby extend the period of effective work is most conspicuously subject to education. Increases of 500 per cent and even 819 per cent in the amount of work done on ergographs in consequence of training have been reported. Endurance appears to be almost entirely a matter of oxygen and food supply and waste product removal.

A muscle without oxygen supply will at best contract a few hundred times before succumbing to fatigue. With oxygen and fuel brought by an effective blood supply the endurance of a muscle is almost unlimited. Workers at Minneapolis recently found that the muscles in the hind leg of a rat suitably anesthetized could be stimulated through the nerve three

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[1] Sections in reduced type were taken from an earlier paper by the present author. See the JOURNAL, April, 1936, p. 224.

Physical Education and Physical Therapy — *Past and Present*

By

ERNST HERMANN

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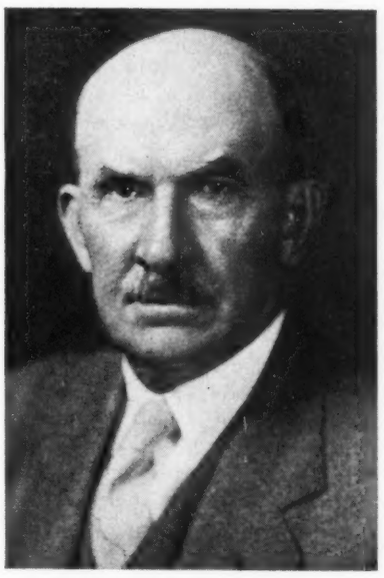
IT IS an honor to be asked to speak to you on the subject of "Physical Education and Physical Therapy." You are meeting in the city where physical education and play and recreation received their greatest impetus, in Boston, the city which has greatly influenced education throughout America.

I came here on a visit from Germany forty-three years ago, and, owing to the interest I had in physical education, developed through close association with my father's pioneer work in Germany, I was thrown into close contact with the leaders in physical education of that time. You will appreciate my interest even before I studied physical education in this country at the Boston Normal School of Gymnastics, when I tell you that my father, August Hermann, together with Professor Konrad Kock and Dr. Reck, were the first men to conduct a thorough physical examination of all the school children in Brunswick, Germany, in 1871. Out of this first physical examination grew the eye and ear tests which are now in common practice throughout the world. Out of this grew the adjustable school desk which my father designed at that time. Out of this also grew the play movement in Germany, after these three men had studied the sports and games for which England was already famous.



Dean Hermann

Here in Boston, Dr. Dio Lewis started in 1861 a normal institute for physical education, after his experimental work in 1860 in the Allen School in the city of Newton, and after his work with the normal school in Framingham. Here in Boston, over fifty years ago, two great schools were established. Mrs. Mary Hemenway, one of the outstanding philanthropists in this country, believed, after her experiences as a nurse in the Civil War, that one of the things which America needed most was the education of the physique. After sending her representative to Europe, she started a normal school of physical education and a normal cooking school. She and her advisers decided at that time that the Swedish system was the outstanding contribution in physical education and that it was based upon highly scientific principles. Therefore it was the Swedish system which was taught at this normal school and introduced into the Boston schools. Baron Nils Posse, a Swedish army officer and a graduate of the Royal Institute in Stockholm, was the first instructor.[1] Baron Posse was a genius. His contributions in physical therapy were of great importance. It is to be regretted that his work was cut short by his early death. He was succeeded by Dr. Claes Julius Enebuske, and later by Dr. Louis Collin and others. These two men were also graduates of the Royal Institute in Stockholm. To Hartwig Nissen, another leading exponent of the Swedish System, together with Dr. Hartwell, who was Director of Physical Education in the Boston Schools, we owe the introduction of Physical Education into the Boston School System.

The Danish, the German, the French, and the English systems have made most valuable contributions to physical education in the United States. It must be recognized, however, that Per Henrik Ling, the father of the Swedish system and the directing genius of the Royal Institute in Stockholm has given us the most scientific system of physical education. The Swedish system is undoubtedly based upon a scientific understanding of anatomical and mathematical problems, and upon a thorough application of physiological principles, and in its lessons follows the teaching of modern psychology and pedagogy.

Another great contribution was made by Dr. Dudley A. Sargent, who was the first director of the new gymnasium at Harvard University, which was given to Harvard by August Hemenway, son of Mary Hemenway, who established a training school in Boston. Dr. Sargent was a great believer in anatomical perfection, in muscular balance, and he developed the only original American system. It was, of course, essentially corrective.

As you probably know, he developed a machine for

[1] Physical therapy was dignified early in Sweden when the government allowed army officers to practice it.

practically every muscle in the body. This system was doomed to failure in general physical education, because it did not make an appeal to the minds and spirit of our youth, but his influence in physical education throughout America has been tremendous and the establishment in Cambridge of the Sargent School of Physical Education for young women was an outstanding contribution. It is one of the oldest schools in the country and continues now as part of Boston University, training women teachers of health and physical education and physical therapy technicians.

THE play movement was started here in Boston. Joseph Lee, another great philanthropist of this city, is considered the father of this great movement in America, and it is this movement which has shown us the value of following more closely along biological lines in education, and of making use of natural interests and spontaneous reactions. Dr. Sargent recognized this, too, through the last twenty-five years of his work by establishing a great camp in Peterborough, New Hampshire, for the training of his students in all out-of-door activities, thus making a further contribution toward the education of young America.

Massachusetts still has the largest number of physical education teacher-training institutions. Besides the Sargent College of Physical Education of Boston University, there are the Posse-Nissen School, the Bouvé-Boston School, and the great Springfield College, which is an outstanding institution for the training of young men. Recently, Boston University has established in its School of Education a major in physical education for men.

In physical therapy we owe a great deal to the teaching of Dr. Claes Julius Enebuske, Dr. Louis Collin, Dr. William Skarstrom, and Dr. James H. McCurdy, of Springfield, Massachusetts. Dr. Skarstrom wrote what is probably one of the best books on kinesiology.

Another man to whom the profession of the science of physical therapy owes a great deal is Dr. R. Tait McKenzie. His book *Exercise in Education and Medicine* is one of the best contributions made to your profession. May I quote from Dr. McKenzie's book:

> The efficacy of both active and passive exercises in the treatment of pathologic conditions depends on their power to change anatomic structure and to stimulate physiologic function.
>
> Passive exercise has a purely mechanical effect on the muscle tissue and upon circulation which is obtained without that mental concentration required to educate or re-educate atrophied and undeveloped co-ordinations, *and without* taxing the heart and lungs. By it the nutrition of a part is maintained or improved through its blood-supply alone.
>
> The use of exercise has had an important share in the treatment of disease since Hippocrates used it at the sanatorium at Cos, and Galen advocated it in words that are as true *now* as they were eighteen hundred years ago, but it is Ling and his successors, Brandt, Hartelius, Kleen, Wide, Kellgren, Cyriax, and Graham, who have done the most to bring it to its proper place as one of the valuable means in the modern treatment of disease.

BOSTON University may claim some credit for the development of a better preparation in physical therapy in this part of the country. When Boston University took over the Sargent School, by gift, and made it a college with a degree of Bachelor of Science in Physical Education, a major course in physical therapy was instituted. This is a four-year course, consisting of a general preparation for the first two years and special study and practice in anatomy, physiology, electrotherapy, hydrotherapy, etc., during the last two years. It includes during the junior year five mornings of observation in hospitals, and five mornings per week of practice in clinics and hospitals during the senior year.

The course, which leads to the degree of Bachelor of Science in Physical Education, is approved by the American Physical Therapy Association and by the American Medical Association.

WITH our English inheritance and our love for sports, physical education now has taken a decided trend toward outdoor activities, and stresses the activities which have a biological appeal and are naturally interesting to childhood and youth. We now promote many activities which develop whole body skills, which have physiological values and stimulate mind and body. We are advocating the games and sports such as lawn games, tennis, archery, swimming, boating, canoeing, hockey, hiking, camping, etc., which have carry-over values, in other words, activities which can be carried on in adult life. All this has resulted more or less in the discarding of some of the valuable phases of the systems developed in Sweden, Denmark, Germany, and France.

Although this is all for the good, it should be remembered that the sedentary life of children is still constantly increasing. Many inventions such as the radio and the movies have added to the sedentary life of youth; academic preparation for successful living has to be increased to meet the demands of a more complex existence. Consequently, malformations such as weak arches, poor spinal development, lack of body balance, and flat chests are still with us.

Americans naturally tend toward specialization even in physical education and athletics. The boy who starts out in one sport and discovers that he is good at it tends to overdo his baseball, football, or golf, as the case may be. If he does this to the exclusion of other physical activities, he is likely to be a physical illiterate when he grows up. We find that many of our young people who are entering secondary school are physically maladjusted. An increasing number cannot adapt themsleves to creative physical activities. This is emphasized by the disappearance of the natural, spontaneous physical tasks in early and later boyhood which were formerly found in every home and back yard. Formerly, these tasks developed the basic skill needed in vocations and avocations in later life.

It is my belief that these skills which were formerly developed in childhood days involving a tremendous variety of physical tasks not only laid the basis for *many skills needed in life,* but, on account of their continuous

repetitions, also *greatly disciplined the mind* and developed the *basis of character*, which is *application*. "Repetitio mater studiorum" is still of equal importance with *interest* in developing the mind. Interest is, of course, the great *educator* and *motivator*. I believe that formerly what we called the natural and spontaneous play of children was the finest type of drill and regimentation for the development of mind and body.

When a young boy or girl shows special talent in physical activity or in anything else, he should not be allowed to specialize in it to the exclusion of everything else in life. We should take him by the hand, and lead him into a field of diversified interests which he can carry along with his major interest.

FOR these reasons, we shall again re-evaluate the systems of physical education, and corrective physical education will probably become more and more important. If mental education is needed to give boys and girls the best preparation for life, it is equally important to educate the body physically for best results. Proficiency in sports and games is compatible with, and often exists with, defects of body and functions. These defects do not make themselves felt until full maturity, and thus become progressive handicaps. A man with physical defects may be quite expert in games, but in life his stooping shoulders or a chest which does not function, or his protruding abdomen, will put him under a tremendous handicap as the struggle for life goes on. Most games, unless correlated with physical education, are likely to overstrain and may severely injure the players. This is especially true of those who specialize.

I was intensely interested in what Lord Dawson, M.D., said when he spoke before this conference in London last year: "The frame of a boy whose spirit outstrips his strength can be damaged by over devotion to an unsuitable game or sport. In short, physical education and games should be regarded as complementary."

This same thought in a reverse sense was expressed by a national conference in Germany in 1871, when the conference on physical education introduced play and games into physical education which had overdone the formal by constant drill and regimentation in educating the physical.

"Of course, it is equally true that physical education cannot replace the value of sports and games," Lord Dawson continues. "The rivalry and its quickening of mind and body—the team spirit—leadership—the joy of effort—these cannot derive from physical exercise, and so it is that physical education makes use of the game even in school hours whenever it is possible to do so." An outline which I prepared twenty-five years ago for use in public schools devoted one-fifth of the allotted time to formal or corrective exercise and four-fifths to recreational activities.

I wish that every American physical educator of the newer school might read what Lord Dawson said last year about the results of formal physical education. "The results can be seen by all who wish to know. They are often dramatic. At the beginning of the Great War, I chanced upon a group of London youths at the commencement of their training. They were unshapely and undeveloped—though the wit and humor were there. About two months later I made a point of seeing them again. They were different beings, so great was the change in size, shape, and vigor. The training did not create those qualities—it rather gave expression to what was there. That is education."

It is unfortunate that some of our leaders have minimized the value of formal physical education for the last ten years. This was probably emphasized partly by the fact that we had begun to dislike "hyphenated Americanism" during the War, and the fact that foreign names were attached to various systems contributed to our dislike of formal physical education, and also because they had a militaristic element. The Danish-American, Swedish-American, and German-American systems have, however, their great educational values, and, as I pointed out before, if we are going to continue our really worthwhile American program as we have it today, we shall have to complement it with more attention to corrective physical education. This should be brought into elementary school education because it is during these years that body faults are developed, and it is in these years that the development of skills is most important.

SINCE this Association is interested in physical medicine, I should like to urge upon you research and study of the foot conditions among our people. Over forty years ago, one of our greatest orthopedic surgeons in Boston pointed out the increase of weak feet among American people. Weak arches are still on the increase.

Children in their formative years need to play more barefooted and on soft ground. Hard floors and pavements are bad for them, and arch-support shoes cannot replace the play outdoors on yielding surfaces. We have made great progress in the care of the eyes, the ears, the teeth and the skin, but we have made hardly any impression on foot conditions in this country. I believe that the Society could make a tremendous contribution to the welfare of American people, if it were instrumental in establishing foot clinics.

IN closing, I should like to make a plea to you and to all parents, educators, and counselors who are interested in little children to help in re-creating a richer physical play life for every child below the age of adolescence—a play life which not only furnishes wholesome general exercise but also develops skill in the use of the hands.

This training was formerly acquired through a vast variety of home chores and home crafts. Fathers and mothers, servants, and the various craftsmen furnished the stimulation, and the environment furnished the space and the tools. Every child spontaneously developed the skills prevalent in his home and incidentally picked up other skills when visiting his playmates in their homes.

Most home crafts have disappeared and almost all necessities as well as luxuries are now purchased ready made.

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The German Youth Movement

By

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A group of buglers en route to Moorwarder Camp

A STUDY of the Youth Movement in Germany the past summer revealed many facts concerning the origin, purpose, and program of the organization. To see huge groups of young people brought together in orderly fashion as shown in the picture, and to see smaller groups marching in formation through the streets of a city or on country highways, often singing as they go, is enough to arouse the curiosity of the most casual observer. One finds there is more of worth in the movement than appears on the surface.

German youth has expressed itself from time to time over a period of many years. The first record of such activity appeared in the so-called storm and stress period of 1765-1780. Again in the years 1810-1825 there occured the Romantic Youth Movement. The beginning of the movement which culminated in the present highly organized Hitler Youth was centered in the period following the industrial revolution of 1890, although there was somewhat of a break in the continuity following the World War.

During the industrial revolution there was a rapid growth of cities, new riches, and economic progress in general. Although adults were pleased with the new conditions, youth was dissatisfied. To youth life seemed rather useless. As a result they turned from this economic life and formed into informal groups. It was a revolt against industrialism and regimentation. They sought the old Germany in forest and field. They went out on excursions, contacting nature, learning the customs of the country folk and living wholesomely. At first they spent nights in tents or homes, but later in Youth Hostels which were provided to meet the apparent need.

The World War ended all this. The life of the soldier proved now to be a culmination of the spirit of comradeship established in the youth activities. At the close of the War the best leaders had lost their lives or were injured severely. The spirit of youth was broken.

When new political parties began forming, each one attempted to revive a youth movement within its ranks. However, youth cannot be forced; the ideals which had spurred them on were lost. About 1928 youth, entirely separate from politics, began organizing and carrying on the former activities. It was a strong organization when the National Socialist party came into power. There were two outstanding features of the party which appealed to youth, namely: establishment of national pride, and economic reform. Hence through their desire to follow Adolph Hitler the organization became known as the "Hitler Youth." By October, 1932, three months before Hitler came into absolute power, the Hitler Jugend was firmly established.

The organization consists of four groups as follows:

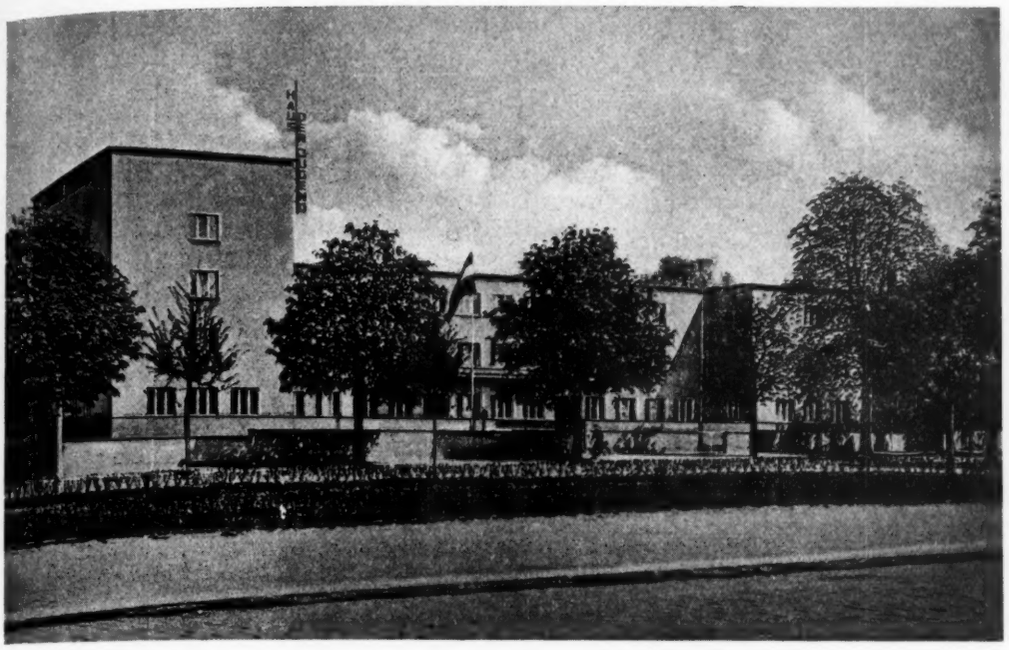
1. The Jungfolk, boys from ten to fourteen.
2. The Hitler Jugend, boys from fourteen to eighteen.
3. Jungmädel, girls from ten to fourteen.
4. The Bund Deutscher Mädchen, girls from fourteen to twenty-one.

Membership in these groups has been voluntary. The boy or girl decided whether or not to join. It is natural that they should wish to belong, as it is the popular thing being done. In 1936, about 80 per cent of all German boys and 60 per cent of all girls were members of the Hitler Jugend.

Leaders are chosen according to the principle of service, which eliminates the old time distinction of class. Promotion from the leadership of one group to another is upheld. The smallest groups consist of ten members called the "Comrade Band." Beyond this are sub-districts, districts, chief districts, regional and chief regional groups—each with its special leader.

The leader of all German Youth Organizations is known as "Youth Leader of the German Reich." Baldur von Schirach, the first to hold the position, was appointed in 1933 and still holds that position. Throughout the movement, there seems to be a sensation of satisfaction produced by actual leadership. Everyone has an opportunity to become a leader through service. The title of "Führer" has a charm to it.

One may ask why youth has given itself so wholeheartedly to Adolf Hitler. It is because he stands for a new-born nation, the unhappy past and the prospect of



"Grossjugendherberge der Stadt Dresden." This Youth Hostel, built in 1931, accommodates 560 persons, has shower rooms, kitchen, dining room, —even a dark room for the camera enthusiasts.

an unhappy future having been wiped out through his leadership. Youth itself loves to lead, and he gives them an opportunity to do so.

The activities of the Hitler Jugend may be classified under three headings: Heimabend, Trips, and Camping. The first, which means an evening at home, is the weekly meeting of the smallest groups. It is conducted informally to foster a friendly spirit. The group sings, plays games, and discusses matters of educational nature, including topics related to National Socialist ideals. The Trips may be for an afternoon, all day, or for a fortnight. If the first two, they consist of marching, sports, or visits to factory or farm. If it is for a fortnight, cross-country hiking is done, with stops at Hostels en route. This is inexpensive; however, if any individual cannot afford it, other members pay for him, or the central office pays. Camping experience of one or two weeks per year is required of all members. A most important feature is that they learn to live together as well as to live simply and naturally.

To ensure a feeling of class equality, uniforms are worn by all members. That of the Bund Deutsches Mädchen is dark blue skirt, white blouse, and black tie. The boys wear uniforms consisting of black shorts, golden brown shirts, black ties, and wool knee-length hose. The boys wear a variety of insignia signifying location, rank, interest, etc. The girls have less insignia, but both groups wear the diamond-shaped Hitler Youth pin.

The three objectives of the movement are development

The Day Colony at Moorwarder on the Elbe. Twelve-hundred children come here each day from Hamburg to spend their day in happy recreation out-of-doors.

of comradeship, character, and physical hardihood. The latter is emphasized in German education in general as well, placing physical education in a place of prime importance in the curriculum. It is the firm conviction of the New Reich that without physical hardihood to back up a ready intellect one can be of little service to his country or to his fellowmen. In appearance these young people are accomplishing what is expected of them. They are a healthy, wholesome, intelligent appearing lot.

The schools at first were not friendly to the movement, as it was a supplementary education. However, in the preamble of the school laws of December 18, 1933, mention is made of the three forces which form the foundation of German education, namely; the school, the family, and the Youth Organization. The responsibilities of each were outlined by a special decree which also mentions their common responsibilities. This brought about a more friendly spirit of cooperation. The German government believes that education cannot be attained between four walls.

One of the means of extra-school education is the country year (Landjahr) of Prussia, which is one of the functions of the Youth "Back to the Land" movement. The child, upon leaving the Volkschule at about fourteen years of age, spends a year in the country, becoming acquainted through work and community life with the wholesome existence of the country. He becomes directly acquainted with peasantry activities and village crafts. In 1935 there were 33,500 boys and girls transferred from industrial towns and large cities to the 600 camps provided for the purpose. At Coblenz in South Germany, the writer had the opportunity of contacting the work of the Landjahr group which came from Berlin. These boys, all Hitler Youth, spent the nights at the Hostel. In the morning, they had their setting up exercises, flag raising, took care of their rooms, breakfasted, and then went to some farm to work till evening. These boys will have a thorough understanding of the people of a part of the country other than where they dwell.

A similar movement has been planned for the older students. The plan is known as School Land Courses, and was instituted for top classes of secondary schools, hence ages sixteen to nineteen. The course is three weeks in length. The studies are based on work of the peasants, land settlement, economic and folk history. The young people stay at "Land Homes" or Youth Hostels.

A description of the much-discussed German Youth Hostel might well be given here. The idea of Youth Hostels, which has gained popularity in other countries, originated in Germany. In 1910, the first public appeal was made in Germany for places where hiking Youth might spend the night at small cost. By 1914, quite a number of Youth Hostels (Jugendherberge) had been established. There was a lull during the war, but recently there has been renewed interest to the extent that there are now approximately 2000 Youth Hostels.

These Hostels are not commercial institutions. Their aim is to provide accommodations for young people as cheaply as can be done. The Hostel to be described is the one at Dresden, which is quite representative of the modern ones built for that purpose. There are others which have been converted into Hostels from old castles; others have been dwellings, cloisters, or farm houses.

The Dresden Hostel was completed in 1931. This one contains a total of 560 beds. Sleeping quarters for girls are to the right of the main entrance, with boys at the opposite end of the building.

There are lockers in the hallway with numbers matching those of each bed. There are showers, tub baths, foot baths, and a shoe shining room. The large kitchen has modern equipment, including steam cookers, bread cutter, and an electric dishwasher. A private kitchen is also

(Continued on Page 394)

des Staffelläufers vor der Feuerschale am Alten Museum zu Berlin

Readers will remember the description of the Torch Relay Run in the JOURNAL of last October. This picture shows how the Hitler Youth welcomed the runner to carry the flame into the Lustgarten in Berlin.

Problem Solving

An Educational Approach to Healthful Living in Physical Education

By

REBA F. HARRIS

Associate Director, Bureau of Public Health Education
Kentucky State Department of Health

OUR topic as stated is: "Problem Solving—An Educational Approach to Healthful Living in Physical Education."

Immediately there appear from this subject two questions: first, what is our interpretation of the term "problem solving," and second, how may problem solving be applied to those experiences which we term healthful living within physical education activities?

In the very beginning, we should like to state that the term problem solving is *not* a specific classroom method, *not* a sugar-coated artificial device for getting quick outward action, nor a mysterious way of motivating children to learn. Basically, problem solving is real reasoning; through reasoning, we seek to find the truth to guide us in the fullness of living.

Our newer knowledge of human growth patterns, our better understanding of child psychology, and our humanizing interpretation of the basic laws of learning have led us to believe that education is a process of learning through experiences—experiences which meet the felt needs of the human organism as a social being—experiences which signify growth and change, joy of constant discovery and continuous growing, and the beauty of human relationships on an artistic level. The child, we find, learns more readily from firsthand experiences in which he has opportunities to ask questions, to explore and experiment, to evaluate, and to have a part in the changing.

Leaders in health education, as well as those in other phases of education, have become aware of the fact that artificial devices and contests, question-and-answer textbook methods, and ready-made formal courses of study are completely out of harmony with this newer viewpoint in education. Today we are challenged to make a concerted effort, therefore, to seek for ourselves a better interpretation of the learning processes, and a more vivid understanding of group thinking and group relationships. We can no longer lean upon crutches if we would be guides, advisors, and fellow-workers with the youth of today!

BECAUSE of our socio-economic structure and our rapid scientific discoveries, the child of today is faced in the home, in the school, and in the community with wide and varied experiences to which he must make adjustments. It is the adjustment to people and events that constitutes his most lively struggles—that make the greatest demands upon his growth pattern and character development. For such adjustments knowledge and reasoning are necessary. Blind habit formation is powerless. We are beginning to see that that state of being which we term positive health is maintained through daily experiences in the better standards of living, not in aimlessly checking health habit charts.

Experimentation with the solution of many problems in group living at school provides opportunities for the pupils to make adjustments to people and events. It develops the elementary processes involved in reasoning. It becomes, therefore, the responsibility of every teacher, specialist as well as general classroom teacher, who comes in contact with groups of children to awaken those children to a sensitiveness to their environmental needs; to help them to get a clear picture of these needs through collecting, weighing, and evaluating facts; and to give opportunities for the application of the facts to daily living with themselves in relation to their fellow men. Only as we improve our environment and organization of society can we hope to move toward the fullness of group living and creative growth of individuals.

Problem solving, then, according to our interpretation is not a mechanical classroom method or device. It is an aspect of real reasoning—the essence of thinking through the bio-psychological processes of learning. Its end result is action—action based on scientific facts which have been collected, weighed, and evaluated by the group concerned—action sold on values which have received the emotional acceptance of the individuals and the group.

Experience over a period of years has pointed out that the principles of problem solving are applicable, in a high degree, to that phase of the school curriculum which we term health education, or, the art and science of living. If physical education is to grow toward its rightful place in the continuous growth and development of youth, then it seems to the writer that the teachers of physical education, along with all other teachers who work with children, must guide them to be ever on the alert to learn to live in a healthful way, through the recognition and solution of problems in real living. The day at school is overflowing with such opportunities, and physical education teachers, through their group activities, have a very enviable share of these opportunities.

A paper presented before the Health Education Section of the American Physical Education Association Convention, April 1936, St. Louis.

WITH the above interpretation of the tern problem solving, and with our expressed point ot view in reference to health education, we come now to our second question: "How can we in the field of physical education apply the principles of problem solving to those experiences which afford opportunities for healthful living within physical education activities?" First, may we ask ourselves the question, "What are some of those events which are apt to occur naturally within physical education activities which may constitute problems in health living?" Shall we list a few? You will think of many others.

The health examination given by a well-trained medical person.
Physical fitness or motor ability tests given by physical education teacher to determine classification of pupils.
The use of showers.
The towel supply and service.
The prevention and control of skin and other communicable diseases.
Accident prevention in the gymnasium, on the playground, and sports fields.
First-aid supplies and service.
Cleanliness of gym suits.
Ventilation and heating of gymnasium.
Sanitation of the pool.
Cleanliness of gymnasium building and lockers.
Toilet and handwashing facilities and use.
Drinking water facilities and use.
Provision for handicapped—temporary and permanent.
Provision and equipment for rest periods.

It is evident that of all of the above listed opportunities for healthful living which may occur within the confines of physical education activities, the great majority will constitute real problems which must be studied, and that ways of action must be set up for the best interests of the groups and the individuals. In the past, the physical education instructor himself has secured facilities; he has set up plans for the group and autocratically forced pupils to follow the plans without question. Such a procedure has deprived the pupils of many opportunities to develop their powers of reasoning, to find the scientific truths, and to discern values which are necessary to reach one's fullest self expression.

May the writer suggest that you take any one, or more, of the above listed problems or situations, allow your pupils to question the desirability of the present practices, stimulate them to question the why or the value of such practices, and leave the way open for suggested ways based on a collection of facts for improving the activity. If you go about this slowly and with an understanding of the principles of problem solving, you will be agreeably surprised to find changed attitudes and behaviors on the part of your pupils; and, strange as it may seem, many of the factors in the situation which for years have been a source of irritation to you as an instructor will have vanished in thin air.

To the many of you who have never tried this procedure, such promises for the use of problem solving in physical education will, no doubt, smack of propaganda for a ready-made device. We recommend this procedure, however, because we have seen it work with many groups of general classroom teachers, and with many of our physical education teachers who are now making an effort to understand and use these principles in their health education work with junior and senior high school pupils.

MAY I illustrate this by a brief story of an actual experience of a physical education instructor in one of our large city junior high schools. For several years this instructor and the pupils had been annoyed greatly by the fact that soap with the shower baths was not available for the boys in the gym classes. "The School Board cannot afford the expense; boys are careless and wasteful," was the reply to each year's requests for a supply of soap. This year big muscle activities were suspended for parts of two or three class periods to discuss the soap problem with the boys themselves. Who wants soap? Why use soap? What value? What type is best for our purpose? How much will it cost? What containers are necessary? Cost of same? Will we use the soap wisely, not wastefully? These were questions which sent committee groups and individuals to books, to pamphlets, to the Board of Education, to the school supply houses, and to their own group members for the purpose of collecting facts. The end of the story points the result that that school has now an adequate supply of soap, furnished by the Board of Education and used wisely by the boys, because they understand now something of the value of soap with their showers and the cost to their families as taxpayers. "Anyway, *we* got this soap," said one of the boys, "and the Board said we could continue to have it only so long as we did not waste it. Our class will not be the ones to lose it, we can assure you of that."

The problems of adequate towel supply and service, and the prevention of accidents in much over-crowded locker- and shower-rooms are being worked out with equal success by this same group of boys. To this physical education instructor and the boys themselves health education is not merely a list of health habits to be recommended for practice at home and ignored at school—not a lecture or a question-and-answer hygiene class. To them health education is a way of living, through the solution of many challenging problems which demand group thought, group reasoning, and group action.

YOU will note we have said that the instructor must have an understanding of the principles underlying problem solving, and he must work carefully and slowly with the group. Too few of our boys and girls of today have been given opportunities to think for themselves. Failure to consider these two important points spells disaster to any teacher who attempts an outward imposition of problem solving in healthful living in physical education or elsewhere. On the other hand, we believe that an understanding of the principles of problem solving, together with a better understanding of human drives and relationships, means dynamic power in the hands of those who would attempt to guide youth to the fullness of healthful and creative living.

An Invitation and a Message

Dr. Bailey and Miss Wayman write concerning the affiliation of the A.P.E.A. and the N.E.A.

THE Legislative Council's unanimous acceptance, at the New York meeting, of the proposed basis for affiliation with the National Education Association as a Department, brings one step nearer the attainment of this objective. A definite move toward a closer working relationship was made by the American Physical Education Association during the presidency of Dr. Jesse F. Williams; his leadership gave strong impetus to the project which is now approaching successful conclusion. The Committee on Affiliation, under Miss Agnes Wayman's leadership, has given much time and study to the various problems involved in bringing together two complex, specialized organizations whose membership lists overlap even more than do their fields of activity. Members of the Executive Committee of the Department of School Health and Physical Education of the National Education Association have, by mail vote, accepted the modifications made by the Council at the New York meeting, and there is every prospect of acceptance by the general membership of the Department at the Detroit meeting, June 29. By the terms of the agreement, these recommendations then go to the Executive Committee of the Board of Trustees of the National Education Association for final action.

If this action is favorable, the merger then goes into effect for a period of five years. At the end of that time, the whole question may be reopened. We should certainly plan our work so that we shall have some objective data at that time, on which to base a decision as to the soundness of this merger. What will we have gained? What lost? And will gains and losses be shared equally by all the various interests represented in the new Association? We should examine our procedures and accomplishments during the next five years, to get some facts on which to answer these questions.

So far as opinion can be estimated without applying an elaborate sampling technique, school health workers generally feel the gains from union will overbalance any slight loss of group freedom. Doubts as to the success of the scheme are not found among the rank and file, at work in the field. One of the most encouraging features of the school health picture in many communities is the successful cooperation of physicians, nurses, dentists, hygiene teachers, physical educators and others on specific projects. It does not seem unreasonable to hope for satisfactory cooperation among the leaders of these various professions, on a nation-wide basis, under the auspices of the National Education Association.

An important part of the slight reorganization which is involved for both A.P.E.A. and the Department of School Health and Physical Education is the creation of a Division of Health Education, to focus more sharply the interests of physical educators and others in school health service and instruction. Dr. McCloy, President of the A.P.E.A., has expressed himself vigorously in favor of the development of a strong Division of Health Education, to include school physicians, dentists, nurses, nutritionists, classroom teachers and administrators; and to have definite reference to preparing teachers, physicians, nurses and others to do this work effectively. Mr. N. P. Neilson, the new President-elect, has worked on this merger, and promises assistance in furthering the development of this Division.

Dr. Willard E. Givens, Executive Secretary of the National Education Association, has expressed himself on the action with regard to the merger as follows:

I should think that the Health Education Division of the new Department would want to bring in such groups as the school nurses, physicians, dentists, etc., and that the Chairman of the Division would seek out these groups for the contribution they would make to the well-rounded health program. I can assure you of cooperation from headquarters in whatever seems best. I am convinced that there is great opportunity ahead for this larger department. We must all put our hands to the task if it is to be successful.

We can advance the work of this Division by a full year, if we can come to Detroit with simple, concrete, flexible plans of action, directed toward accomplishing things which urgently need to be done. To this end, the Department and the American Physical Education Association ask your help, invite your suggestions. Please send comments to Dean H. F. Kilander, Panzer College, East Orange, N. J., Chairman of the Committee on the Organization of the Health Education Section; or to C. H. McCloy, Field House, University of Iowa, Iowa City; or to Edna W. Bailey, Haviland Hall, University of California, Berkeley.

We urge your attendance and participation in the Detroit meeting, the preliminary program of which appears elsewhere in this JOURNAL. Be sure to attend the Business Meeting, 4 P.M., Tuesday, June 29, in Ionic Lodge Room, Masonic Temple. A cordial invitation is extended to you all to attend the Department dinner, Book Cadillac Hotel at 6 P.M. on Wednesday, June 30.

EDNA W. BAILEY
President, Department of School Health and Physical Education

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DURING my term of office as President of the A.P.E.A., 1935-36, I again took up negotiations with the N.E.A. with reference to affiliation between the A.P.E.A. and the N.E.A. With this in mind, we invited Miss Agnes Samuelson, President of the N.E.A., to speak at a general assembly at our convention at St. Louis. She was also our guest at a luncheon with members of the old and new Governing Board.

This was followed by a meeting in Chicago on May 9, 1936, of a committee composed of Dr. John Brown, Jr., Mr. Moorhead, Mr. Mitchell, and myself, with Miss Samuelson, Mr. Givens, Secretary of N.E.A., and Miss Adair, Chairman of the General Policies Committee of the N.E.A. At that time we drew up a set of resolutions to which we all agreed and which were unanimously accepted by our Legislative Council by mail vote.

Thus was set in motion a chain of activities which eventually resulted in our Executive Committee, our Governing Board, and finally our Legislative Council approving final plans for the merger.

Much healthy discussion has taken place since that Chicago meeting. Mr. Neilson was appointed by Mr. Moorhead as our representative to confer with Dr. Edna W. Bailey, newly-elected Chairman of the Department of School Health and Physical Education, at the meeting of the N.E.A. in Portland, Oregon, last summer. The plan which they presented has been modified somewhat but was in principle the one finally adopted.

The project was discussed at several of the Christmas Convention meetings, and as a result of the questions raised, President Moorhead appointed a National Committee on Affiliation with the N.E.A. with the following personnel: Agnes R. Wayman, Chairman; Dr. John Brown, Jr.; Dr. Clifford Brownell; Mr. Charles Davis; Miss Jessie Garrison; Dr. Allen Ireland; Mr. N. P. Neilson; Dr. Jesse Williams; Mr. Elmer Mitchell, ex-officio; Mr. W. G. Moorhead, ex-officio.

This committee was asked to operate until the matter was settled. At Miss Samuelson's suggestion, Mr. Moorhead appointed Dr. McCloy to meet with Dr. Bailey and the N.E.A. representatives at the N.E.A. meeting in New Orleans in February. Dr. McCloy brought back the recommendations listed below.

1. It is suggested that the name of the new organization be the Department of Health and Physical Education of the N.E.A.

2. It is suggested that a preamble be added to the Constitution of the present A.P.E.A. This should be in the nature of the preamble submitted by the Committee composed of Dr. Bailey, Mr. Neilson, and Mr. Davis.

3. The organization and plan of government are to be as listed in the section below. The details of this organization may be generally stated as follows:

A. The Legislative Council shall be made up of the officers of the Department, the presidents of the District Associations, the representatives of state associations, a representative from each section, and the chairmen of the three Divisions, which are to be set up in accordance with the provisions stated below.

B. The Executive Committee shall be composed of the officers of the Department.

C. The Governing Board shall be made up as at present constituted in the By-Laws of the A.P.E.A.

D. There shall be three divisions: Health, Physical Education, and Recreation, respectively; the chairmen of which shall supplant the present three members at large on the Governing Board. These divisions shall be made up of the sections which naturally fall under these three groups together with the representatives of the organizations affiliated with the department which lie within the scope of each division.

E. Sections shall remain as at present constituted in the By-Laws of the A.P.E.A. with such additions as shall be determined from time to time.

F. The relationships of the State associations, namely, the State Teachers Associations and the State Associations of Health and Physical Education, to each other, to non-members of the N.E.A., and to the National organizations, are also provided for.

4. These proposals would involve changes in the constitution and By-Laws of the A.P.E.A., essentially as follows:

A. Definition of qualifications of members. The qualifications of members should be restated in Article I, Section 2 of the By-Laws to admit "all individuals professionally engaged in school health work, in physical education, in health education of teachers, in community activities related to health, in community recreation, or in research or administration in these fields."

B. Proposals for the organization of divisions: The chairmen of these divisions should be elected, not by the Council, but as directed by the section members and representatives of the affiliated organizations within the division.

C. The relationships of the new organization with the state organizations should remain as at present, with the addition that the state organizations should be encouraged to enlarge the basis of admission in accordance with the member qualifications for the National organization, as revised above, and that all state organizations not so organized should be requested to affiliate as a constituent part of the state educational association.

5. The new organization would become a constituent department of the N.E.A. and subject to its Constitution and By-Laws with certain definite understandings with the N.E.A. as given below. These understandings are as follows:

A. Upon payment of the convention fee, any member of the N.E.A. would be admitted to meetings of the new Department, but participation in the business of the Department shall be limited to the members of the Department.

B. The Department shall continue to conduct state, district, and national conventions and meetings as heretofore.

C. The office of the Department may be placed in such city as seems to be to the best interest of the organization. If it is decided to move the present A.P.E.A. office to Washington to the present N.E.A. offices, there shall be no charge for office space.

D. The organization may, at its discretion, employ part-time or full-time executive secretary or secretaries and staff.

E. The officers of the Health Division for the year 1937-38 should be elected and the details of divisional organization worked out by the present Department of School Health and Physical Education at the Detroit meeting of the N.E.A., after which the present department, as such, shall unite with the A.P.E.A. to form a new department and shall cease to exist as a separate entity. At this meeting, the Division of Health is authorized to organize sections of school medical service, school nursing service, and teacher training in health education.

F. The Joint Committee of the N.E.A. and the A.M.A. is a Committee of the N.E.A., not of the Department. The officers of the Department shall be ex-officio members of this Committee. Other N.E.A. members shall be appointed by the N.E.A.

G. After the two constituent organizations have united, it is agreed by the representatives of both organizations and by the N.E.A. that this union shall not be disturbed for a period of five years. At the conclusion of five years, either group shall have the privilege of reopening the question of reorganization or of withdrawal from the department, or of asking for a division into two or more departments of the N.E.A.

H. If ratified by the three contracting parties, this union shall go into effect immediately following the Detroit Convention of the N.E.A. in June, 1937.

These recommendations have been adopted by the Legislative Council of the A.P.E.A., with the three changes given below. The first two will be acted upon by the present Department of School Health and Physical Education at the N.E.A. meeting in Detroit in June, and the third has been referred to the N.E.A. itself.

Proposed changes adopted by the Legislative Council of the A.P.E.A., April 21, 1937:

1. As to name, changed to "The American Association of

Health and Physical Education—A Department of the N.E.A."

2. Section 3D—Division of *Health Education,* instead of Division of *Health.* This would not change the setup or organization, but expresses more clearly our concept of the program.

3. As to the Joint Committee: this will, of course, concern the N.E.A. itself—and we are suggesting the following: "That all committees of the N.E.A. which are concerned with Health Education, Physical Education, and Recreation, should operate under the New Department. We recognize the fact that the Joint Committee is at present working upon projects and we suggest that as soon as these projects are completed it should terminate its independent activities and cooperate with the *Department.*"

The completion of this merger, if ratified at Detroit, will realize the hopes of many members of the A.P.E.A. over a number of years of effort and failure.

It will be with a deep feeling of satisfaction that we undertake to carry out the terms of the merger. Many of us in accepting these terms have had to reconcile our points of view to the end that this cooperative effort might not fail. My Committee and the Committee on General Policies of the A.P.E.A. have approached the problem with an open mind and with an unselfishness most gratifying. The same spirit prevailed in the discussions of the Executive Committee, the Governing Board, and the Legislative Council. We all realize that we have undertaken a serious step, we hope a forward and upward step. But we also realize that if the merger is to be a success, we must live up to its terms in *fact* as well as in *name.* Each division will be free to develop its own program but as a *division* of the whole Association and not as an independent organization. We must see the other fellow's viewpoint. We must pool our thinking and our effort. Then and then only will this merger have a chance to be a success.

We have taken a tremendous step forward. Let us all—whether our main interest is Health Education, Recreation, or Physical Education—face the future in that spirit.

AGNES R. WAYMAN
Chairman, Committee on N.E.A. Affiliation.

1937 ANNUAL MEETING, THE DEPARTMENT OF SCHOOL HEALTH AND PHYSICAL EDUCATION OF THE N.E.A.

June 28, 29, 30 **Detroit, Michigan**

The program of the Department of School Health and Physical Education, meeting in Detroit with the annual meeting of the National Education Association June 26-30, will be of special interest to all members of our Association this year, marking as it does the final steps by which it is hoped that the American Physical Education Association may merge with the Department, with the title of the American Association of Health and Physical Education.

MONDAY, JUNE 28

3:00-4:00 P.M. **Joint meeting with the Department of Secondary Education.**

Chairman: James Edward Rogers, Chairman Field Service, National Recreation Association; Secretary-Treasurer, Department of School Health and Physical Education.

"The Relationship of the Curricular and Extra-Curricular Activity Programs to Health," C. H. McCloy, Ph.D., Division of Physical Education, University of Iowa, Iowa City; President, American Physical Education Association.

Discussion: Dr. Don W. Gudakunst, Director of School Health Service, Detroit Department of Health.

A. W. Thompson, Director of Physical and Health Education and Recreation, Grand Rapids; Clarence E. Brewer, Commissioner of Recreation, Detroit; Amos Shields, Scout Executive, Detroit; P. J. Lee, Director of Physical Education, Y.M.C.A., Detroit; Mary Connolly, Director of Health Education, Detroit Department of Health; Louise Knapp, Professor of Nursing and Director of Nursing Education, Wayne University; Elizabeth Gilmartin, Supervisor of Art, Board of Education, Toledo; Beulah Clark, Director of Physical Education, Y.W.C.A., Detroit.

TUESDAY, JUNE 29

2:00-4:00 P.M. **Training School Health Personnel.**

Chairman: John Sundwall, M.D., Director, Division of Hygiene and Public Health, University of Michigan; President, American Association of School Physicians.

"The School Physician," Earl E. Kleinschmidt, M.D., University of Michigan.

"The School Nurse," Mary Ella Chayer, R.N., Instructor in Nursing Education, Teachers College, Columbia University.

"The Physical Educator," Gertrude Moulton, M.D., Director, Physical Education for Women, Oberlin College.

"The Health Educator," Clair E. Turner, Dr. P.H., Professor, Department of Biology and Public Health, Massachusetts Institute of Technology; and Philip Riley, M.D., Department of Physical Welfare, Cleveland Public Schools.

"The Superintendent, the Principal, and the Counselor," speaker to be announced.

"The Public Health Officer and Public Health Nurse," E. K. Miller, M.D., U. S. Public Health Service, Washington.

"The Medical Practitioner," Don W. Gudakunst, M.D., Deputy Commissioner, Department of Health, City of Detroit.

"The Fathers and Mothers," Mrs. J. K. Pettengill, Detroit; President, National Congress of Parents and Teachers.

Discussion.

4:00-5:00 P.M. **Business Meeting.**

For members of the National Education Association and the American Physical Education Association. Final action to be taken on merger of this Department and the American Physical Education Association. Organization of Health Education Division to include School Medical Service, School Nursing Service, School Dental Service, Teacher Training in Health Education.

WEDNESDAY, JUNE 30

2:00-4:30 P.M. **Urgent Problems in School Health Education.**

Chairman: Edythe J. Brown, President, Department of Elementary School Principals.

"Curriculum Building," Florence O'Neil, State Department of Education, New York.

"Sources and Uses of Materials," Mary Connolly, Director of Health Education, Detroit Department of Health, Detroit.

"Cooperation: The Michigan State Joint Health Committee," Clare Gates, Extension Division, University of Michigan.

"The School's Contribution to Three Vital Public Health Problems of Tolay:"

a) "Alcohol and Narcotics," Haven Emerson, M.D., Professor of Public Health, Columbia University.

b) "Traffic Safety—School Traffic Patrols, Driving Instruction for High School Students," A. G. Ireland, M.D., State Director of Health, Safety, and Physical Education, New Jersey.

c) "Sex Education," Anita D. Laton, Ph.D., Lecturer in Education, University of California, Berkeley.

6:30 P.M. **DINNER SESSION**

Presiding: Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia.

"The Physician and the School Child," Isaac Abt, M.D., Northwestern Medical School, Northwestern University.

Swimming and Lifesaving Program for Summer Camps

By

JOHN A. TORNEY, JR.

Department of Physical Education
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IT IS, of course, impossible to set up a program of swimming and lifesaving which will apply to all summer camps. Camps vary as to facilities, number of campers and length of stay, organization, personnel, aims, method, and program. Consequently, all that a discussion of a camp swimming and lifesaving program can hope to do is to give general ideas of what should and should not be done. And this creates the corollary that the good water sports director is one who not only has the necessary knowledge, ability, and information but who can adapt that knowledge to any situation.

A program for two hundred presents an entirely different problem than a program for twenty. The greater the number of swimmers, the more strict must be the organization and the greater the responsibility of the person in charge.

Some camps are in reality summer schools, offering subjects of keen interest but with every hour of the day scheduled for some organized activity. Many parents oppose this procedure, preferring a loose program permitting choice and rejection of activity, and the present trend is away from mass activity and very strict all-day schedules to freedom of imagination, to allow time to do nothing, and to substitute quiet activity for the strenuous. This is important to the swimming counselor, because of the fact that the fewer the activities and the more flexible the camp program the greater will be the importance of water activities, and the greater must be the control to be exercised.

There will sometimes be complete facilities and oftentimes none. The water sports director may supervise his activities in a mountain stream, in a river, on a sand salt water beach, on a rocky or barnacled beach, or on a lake shore with a sheer drop-off. The more hazardous the waterfront, the greater the problem of water safety; the more uninviting the waterfront, the more attractive and interesting the counselor must make the water activities.

The organization of some camps is decidedly militaristic, but the present trend is away from the military type of discipline. In the camp where this new trend is followed, the water sports director *must* not lose control of his group, for *safety* is his first consideration and rules must be enforced to *ensure* it. The water sports director may find that campers participate in making the program, in which case they may select games for play and work out programs for carnivals, pageants, and meets, or he may find that all this must be

Left: Swimming beach of the Summer Camp of Seattle Area Boy Scouts. The buddy board and tower with life guard are the obvious safety provisions. Right: Boy Scout beginners class demonstrating the use of one type of kicking board.

worked out by himself. The swimming counselor may discover that he or she is expected to take part in other phases of the camp program, hence must be equipped in other activities, but will, in turn, receive assistance from other counselors.

More and more camps are requiring successful completion of a course at a lifesaving institute, to include complete instruction in first aid, aquatics, canoeing, boating, swimming, diving, and lifesaving. Consequently it should be required that the water sports director be a lifesaving examiner for one or more organizations.

The camp program will, in most instances, be worked out daily by the camp director or by a counselor to whom that responsibility has been delegated. As a rule, except for trips, day hikes, and days of special events, regular hours will be scheduled for swimming and lifesaving. Provision may be made for separate periods for separate classifications, both morning and afternoon, or they may all be scheduled for the same time.

Tests have shown that, ideally, a period in the water should not exceed thirty minutes if no ill effects are to result. Separate periods are advisable to permit undivided attention to one group, though with sufficient assistance this problem is minimized. If point awards are made for extra activities and service, it is absolutely necessary to have expert swimmers and lifesavers for patrol duty during periods of large attendance. In such cases, expert swimming and lifesaving classes should follow the periods at which they assist, to prevent chilling. With a large number of campers, it is advisable to have three periods; one to include non-swimmers and beginners, another for intermediates and experts, and another for lifesaving. These periods of half hour duration should be scheduled preferably between 10:30 and 12:00 and between 3:00 and 4:30.

The periods should not be for instruction only but should permit plenty of opportunity for recreation and free play. If possible, when games are played, all should participate.

The aquatic director may also be confronted with the problem of compulsory or optional participation in water activities. Optional participation is desirable in some ways but is undesirable in that those who are most retiring, lazy, or lack confidence will be the ones who will not take part. This is human nature—we all want to do the things which we can do well.

Care must be taken, too, in that many who come to camp need rest and quiet activity and it would be an error not to so supervise their water activity that it is limited to the point where it will be beneficial rather than detrimental.

The person responsible for the water sports program will find his task lessened if swimming and lifesaving honor organizations are formed. These campers would be used for patrol, for checking in the buddy system, for assisting in instruction, and at the buddy or check board. Emblems may be awarded or points granted if the merit system is in effect. This plan, however, is not practical if campers stay for only one week—at least a two-week period is necessary to make this worth while. If this plan is used, simple tests must be devised which the applicant must pass before being admitted to the select group.

On rainy and cold days, it is advisable to devote the major part of the time to land drills and snappy beach games followed by a five or ten minute dip or water games. The cold swimmer wants activity, not a lecture.

The complete camp and lifesaving program will include the following: There should be instruction in swimming, diving, and lifesaving, with all swimmers classified as non-swimmer, beginner, intermediate, or expert. Most or all of the instruction is to be given at the morning period or periods of thirty to forty minutes each—at one period if sufficient guard assistance is available and at two separate periods if the camp routine prohibits. This

A Boy Scout group organized for swimming instruction (Seattle)

should include some recreational swimming daily with organized beach and water games, again either in separate periods or in one period.

Lifesaving may have one or two periods daily, but if guard assistance is lacking, some of the more skillful should be utilized to assist at the afternoon period if that period includes all classifications of swimmers. The lifesaving program should offer instruction, demonstration, practice, and testing, and include a few principles of swimming sanitation, shower sanitation, effect of hot and cold shower, first aid, use of soap, footbaths, locker-rooms, etc. Bookkeeping will be facilitated if separate sheets are made out for practice or preliminary checking and for the actual test. The Red Cross forms do not permit more than six names to be recorded on one sheet and checking must be done as quickly and efficiently as possible. The examiner, of course, should be ok'd by the organization whose test he gives.

During time of lifesaving practice, care should be taken that not more than four or five pairs are in the water at the same time, unless they are in shallow water. Pairs should be numbered and opportunity to practice or pass parts of the test should follow numerical rotation.

The recreation swims are the periods of greatest pleasure. Control must be kept over the swimmers, sufficient safety patrol *must be provided* but too much restraint will dampen the enthusiasm. Boys, particularly, must

The buddy board. Tabs are of two different colors.

cut loose on occasions and the water offers the best opportunity for daring and boisterous play.

Another phase of the recreational program consists of the early morning dips, hike swims, and evening splash parties. These should be brief; they are not swimming periods but a special privilege and thrill. Brisk and snappy is the order for the morning dip, the hike swim will be discussed later and the evening splash party should not exceed fifteen or twenty minutes. All of these events will be more fully enjoyed if there is a beach fire. Both boys and girls enjoy the thrill of swimming in the nude, so on occasion, suits may be discarded for the night plunge. Night swimming, however, has no place unless the beach is perfectly safe and adequate life guard protection is provided. It is also advisable to take only from one to four cabin units on each night swim.

Boating and canoeing are outside the field of lifesaving and swimming, and yet all of them are very definitely related. By whom the instruction in canoeing and boating safety will be given will depend upon the camp personnel and the knowledge and abilities of those people. Suffice it to say that this instruction should be given by someone and that the responsibility may fall to the lot of the individual in charge of swimming and lifesaving.

Swimming carnivals, pageants, and meets may be given at the end of each camp period or the camp may have a definite week for water sports. If there is to be a water sports week, specialists and outstanding figures may be induced to come to give talks and demonstrations. In any case the end of each camp period should mean a carnival, meet, or pageant. Pageants of the usual type are "out" for boys—they should have some vital drama of water exploit, either true or fictitious. The usual type of pageant is adapted to girls.

Carnivals are good for both boys and girls and for camps with campers of both sexes. The evening stunt program may have a nautical theme; on the morning of the carnival a burlesque bathing beauty contest may be held. The carnival itself may include log rolling, king of the log, canoe races and fights, comedy diving, crab, towel, and obstacle races, old clothes races, freak relays, intercabin contests in games, tug of war, and singular events.

The program may be completed in the evening with the most spectacular of carnival events—the lighted candle race with participants garbed in nightgowns. The evening campfire gathering is the time for individual and cabin awards.

The events of the swimming meet should be arranged according to the abilities of the campers and according to the strokes being taught. By all means, events should be included for those of little or no ability. Even non-swimmers should have as definite a part as the expert. Competition should be in groups by age and by ability classification and should be between cabins or units rather than individual. Picking up shells or rocks from the bottom, or a cork or bark scramble will be as hotly contested as the 50-yard free style race and points should be awarded equally for both events.

The question of awards will always be with us. The writer personally is opposed to medal awards in camp but prefers ribbons of four of five colors with the event and name of the winner printed on by typewriter; but better still are placques of cedar shakes, fungus, sea shells, etc. with greater emphasis upon cabin awards than upon individual.

Another valuable part of the swimming and lifesaving program is the evening talks around the camp fire. Here the campers are in a receptive mood and the water sports director may not only indirectly promote interest in water activities but can explain techniques or so deliver his talk or story as to emphasize a point or moral without seeming to do so.

These evening swimming and lifesaving discussions may include stories of swimming or lifesaving feats, either fictitious or true, flood catastrophes, shipwrecks, etc., great swimmers or lifesavers and their accomplishments, or the history of swimming or of lifesaving. Swimming history may include mention of such interesting facts as: the Babylonians, Egyptians, and Assyrians were swimmers and used water wings of inflated animal hide; the Chinese went "water swinging" on a swing suspended on boats; the ancient Greek had to be able to write and swim or be considered ignorant; and the Romans built the Caracalla baths covering 27 acres. Experts may also be invited in to tell experiences or stories or give talks on techniques.

Lastly, the water sports program may be associated with other phases of the camp program, such as building a raft, kicking boards, turning board, springboard, water glass, etc., stunts and plays on lifesaving and swimming on stunt nights, sea life study, and the launching of model boats.

Thus far this article has discussed two of the major problems of the water sports director. He or she is confronted with three—the program, the methods of instruction, and water safety. The third of these problems is by far the most important—one life lost is a set-back for the entire camp which it will take years to overcome.

The problem of water safety may be divided into five parts. The first part of the problem of water safety is the prevention of accidents through instruction in watermanship. The majority of those who row, "swim," skate, and patronize excursion boats are unable to swim and this fact urges an extensive program of instruction in swimming, canoeing, boating, lifesaving in the summer camp.

The second part of the problem of water safety is the mechanical prevention of accidents. There should be beach and pool rules and regulations, known to all the campers and strictly enforced. Safety factors should be considered first in setting out the bathing area and it is advisable to appropriate or adopt the American Red Cross H-double-T plan. There should be adequate and proper equipment to include lifeboats, buoys, marked areas, boundary flags, depth signs, grappling hooks, bell or similar signal device, first-aid kit and equipment, bulletin board, checking station, etc.

The third part of the problem of water safety is administrative responsibilities. The person in charge of the water program should see that adequate life guard protection is provided at every water period, should know the duties and responsibilities of every water counselor and assistant, and should check frequently and periodically to see that they have discharged those duties properly. Equipment should be checked frequently for replacement or repair and the water sports rules and regulations should be enforced. There should be kept handy a list of phone numbers to include the nearest doctor, hospital, boat and train schedules, etc. If the water program is carried on in a pool, the recommendations as to sanitation, bacteriological tests, etc. should be followed. There should be complete and proper supervision of all water activities.

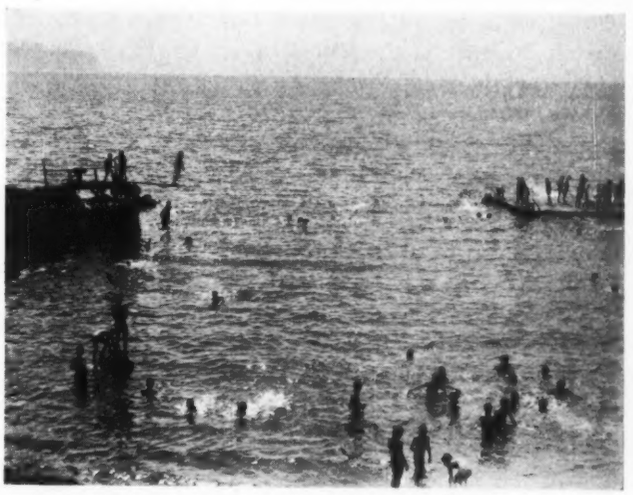
The fourth part of the problem of water safety is safety instruction. This may be carried on through talks, demonstrations, posters, competitions, classes, etc., and should include a listing of the common causes of drownings: cramps of the extremities and of the stomach, unnecessary fear, overestimation of ability, foolhardiness in canoes and boats, and swimming and diving in unknown waters. Such instruction should also include "don'ts" for swimmers similar to the following:

Don't overestimate your ability;
Don't swim too soon after eating;
Don't take dares;
Don't swim alone;
Don't swim when the body is over-heated;
Don't swim in impure water;
Don't stand around in a wet suit;
Don't swim after drinking a quantity of liquids;
Don't swim when not feeling well;
Don't swim in isolated places;
Don't coax others to take chances;
Don't stand around till cooled off (chilled) before going in the water;
Don't fail to use judgment in going into water colder than usual;
Don't swim on hikes, picnics, etc., unless an expert swimmer or lifesaver is present;
Don't make long swims unaccompanied by a strong swimmer or boat;
Don't use inflated tubes, etc., unless in roped area or a pool;
Don't call for help unless actually in trouble;
Don't hesitate to call for help if you need it;
Don't swim in or dive into unknown waters without thorough investigation;
Don't stay in the water till fatigued;
Don't swim with all the strength you have;
Don't swim without knowing depths, undertows, currents, etc.;
Don't swim if you have a cold, sinus or ear trouble, etc.;
Don't get sunburned—acquire tan gradually.

"Don'ts" for canoeing and boating may include:

Don't go unaccompanied by a swimmer or expert canoeist until proficient;
Don't canoe in rough water;
Don't take more than capacity of boat or canoe;
Don't stand up;
Don't change places; and many others.

The fifth part of the problem of water safety is camp safety. At the opening of the camp, a physical examination should be required of all, every camper should be classified according to swimming ability, the water front should be laid out on a plan similar to the H-double-T. Absolute and instant response to command and obedience to rules should be required and visitors should be subject to the same rules as campers. There should be a definite organization of swimming staff with definite assignment and understanding of duties. For beginners and intermediates there should be one counselor for every six swimmers, and in general there should be one pair of eyes for every ten swimmers. Responsibility should be delegated only to those counselors and campers of tested



Recreation period, Boy Scouts.

superior ability and those on the boat patrol must be skilled in boating and swimming and be in swimming suit. There should be a lookout for every twenty-five swimmers, counselors and patrol must stay out of the water

(Continued on Page 392)

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VOL. VIII JUNE, 1937 Number 6

The Year in Review

AS has been our custom for several years, we will devote our editorial pages for this final issue of the school year to a brief outline of the outstanding events and achievements of the Association that have occurred since the last review. It is fitting that this report should start with the announcement of the new officers elected by the Legislative Council for 1937-38: President, C. H. McCloy of the State University of Iowa; President-Elect, N. P. Neilson of Stanford University; Vice-President, Dr. Margaret Bell of the University of Michigan. Elected as members-at-large on the Governing Board were Dr. J. B. Nash of New York University (1937-40), Dr. Gertrude E. Moulton of Oberlin College (1937-39), and Dr. F. W. Cozens of the University of California at Los Angeles (1937-38). The six Districts of the Association have elected the following presidents for the coming year: *Eastern,* Dr. Hiram A. Jones; *Southern,* Miss Alfreda Mosscrop; *Mid-West,* Miss Laurentine B. Collins; *Central,* A. O. Anderson; *Northwest,* Percy O. Clapp; and *Southwest,* C. W. Davis. These six officers also serve on the national Governing Board.

Upon the recommendation of the Honor Awards Committee, Dr. John Brown, Jr., Chairman, the Fellowship Award of the Association was voted by the Legislative Council to six distinguished members of our profession: Dr. A. K. Aldinger, Director of Health Education, Board of Education, New York City; Miss Rosalind Cassidy, Director of Physical Education, Mills College, California; Dr. A. Lester Crapser, Director of Physical Education, State Teachers College, East Stroudsburg, Pennsylvania; Miss Jessie R. Garrison, Director of Health and Physical Education, State Education Department, Alabama; Eugene W. Nixon, Professor of Physical Education, Pomona College; and Dr. Arthur H Steinhaus, Professor of Physiology, George Williams College, Chicago. Photographs and citations of the six new Fellows will be published in an early issue of the JOURNAL.

The Council also voted to accept the invitations of Chicago and the Mid-West District for the 1940 Convention. The 1938 and 1939 meetings will be held in Atlanta and San Francisco respectively.

This year has witnessed a gratifying increase in the membership of the Association. Even before the National Convention in New York, the total was about five hundred ahead of the previous year's figures, and the addition of *nine hundred and thirty-six* memberships taken at the convention brought it up to the record figure of 8442—about nine hundred above the previous high mark of last May. All districts have shared in this increase, and contributed largely to it through the work of the committees in charge of their excellent convention programs. Special mention should be given the active pre-convention drive carried on by Willard N. Greim of the Central District, as well as to Herschell Emery of Oklahoma City, Dorothy Johnson of Newark, and Kirk Montague of Norfolk, Virginia, for securing 100 per cent memberships in their cities, and to many, many others. The physical education training courses in schools and colleges have also been active in enrolling their students as student members and thus encouraging their continued participation in the Association after graduation.

The New York convention made history in other ways beside adding to our membership. It set a new record for attendance of 3501, about a thousand more than the largest previous meeting, was an outstanding success financially, and presented a series of speeches, discussions, demonstrations, and motion picture showings which were of exceptional merit. The commercial and educational exhibits were also of unusual interest, and the social events were much enjoyed. Great credit should go to Mr. Kraft and his hard-working committees and to President Moorhead and the members of the Program Committee, for the all-round success of our forty-second annual convention. Many of the papers will be published in later issues of the JOURNAL and *Quarterly*. A summary of the general sessions is printed on the following pages of this issue.

It is with great pleasure that we report that the Legislative Council of the Association has voted unanimously in favor of affiliation with the Department of School Health and Physical Education of the National Education Association under the terms of the agreement worked out by the Committee on N.E.A. Affiliation, of which Miss Agnes Wayman is chairman, Mr. C. H. McCloy, and Dr. Edna Bailey, President of the Department. Statements from Dr. Bailey and Miss Wayman, and the program of the Department meetings in Detroit, June 28-30, will be found elsewhere in this issue.

Another significant step in the educational advancement of our profession has been the recent re-establishment of the Committee on Physical Education of the National Congress of Parents and Teachers, as a sub-committee under School Education. E. D. Mitchell is Chairman of this sub-committee. A successful panel discussion on physical education was held at the annual meeting of the Congress in Richmond this year.

Financially, the Association ended the year 1936 with a budgetary deficit of about $600, due mainly to the in-

creased committee expenses and traveling in connection with the N.E.A. affiliation. The actual balance in the Association's treasury and Endowment Fund, after meeting all possible outstanding obligations, was $3127.11. A detailed financial statement was presented to the Council, and mimeographed copies are available for the further information of any interested member of the Association. A Committee on Finance, under the chairmanship of Dr. Gertrude E. Moulton, is assisting the Secretary in making plans for the budgetary revisions which will be necessitated by the consummation of our affiliation with the N.E.A. One new financial policy which was tried experimentally this year, and on which it is not yet possible to give the final results, was the guarantee of a refund to the state associations on new national memberships.

The other committees of the Association have also had an active year. Reports of progress were presented to the Council in New York by the Promotion Committee, Dr. Mabel Rugen, Chairman; the Convention Set-Up Committee, C. H. McCloy, Chairman; the General Policies Committee, Dr. J. F. Williams, Chairman; the Historical Exhibits Committee, Miss Agnes Wayman, Chairman; the Research Committee, Dr. F. S. Lloyd, Chairman; the New Sections and Affiliations Committee, H. E. Brown, Chairman; and the Professional Education Committee, N. P. Neilson, Chairman. Recommendations from the Committee on Constitution Revision, Dr. C. L. Brownell, Chairman, and the Committee on Precedents and Traditions, Miss Mabel Lee, Chairman, for the clarification of the Association's organization in several details, were accepted by the Council. The report of the Committee on Necrology was presented by G. B. Affleck, Chairman, and Major E. V. Graves reported for the Committee on Resolutions. The Special Editing Committee reported that it has ready to publish at an early date for distribution to our members a handbook on the promotion of physical education.

Complete copies of all committee reports are filed with the Secretary. Copies of the minutes of the Council meetings have been mimeographed and are available on request by any member of the Association.

An outstanding event of the convention was the presentation to the Association of the official seal designed by Dr. R. Tait McKenzie. At the convention banquet Dr. McKenzie described the designing of the seal, and also unveiled his latest work, "The Column of Youth," which was inspired by his studies made in preparation for the making of the seal.

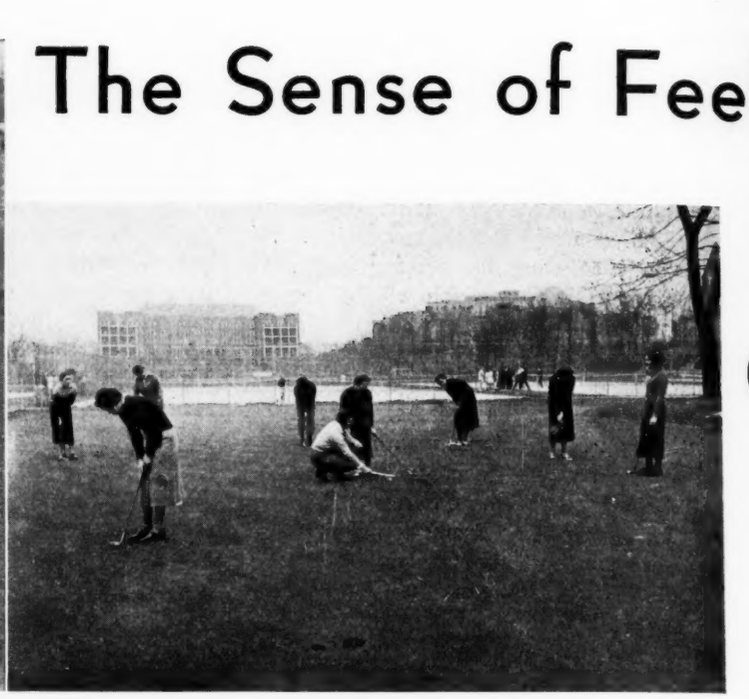
The various sections of the Association, under the stimulation and guidance of Mr. McCloy, are rapidly developing year-round programs of activity. The Women's Athletic Section, whose year-round program is well-known, has this year launched a new periodical publication, *The Service Bulletin*. It also reports the publication of several mimeographed monographs, and of the "Report on Standards in Athletics for Girls and Women." The Dance Section concentrated its efforts this year on an ambitious three-day pre-convention working conference and institute, which was tremendously successful, and received much favorable notice from writers and critics in the dance field. The Recreation Section is forming a joint committee with the Administrative Directors' Society and the Society of State Directors to work with the National Recreation Association on problems of leisure time, and is also cooperating with the Camping Section in plans for the proposed Recreation Division of the Association. The Research Section has elected an executive committee which is working out a continuing organization for the carrying out of its projects. The Private Schools Section is concentrating on the encouragement of membership and participation in Association affairs by physical educators in the private school field. Two new groups, interested respectively in Safety Education and Intramural Athletics, have petitioned for recognition as Sections. The other Sections have also reported progress in developing organization in their particular fields.

The Association office has assumed several new responsibilities this year, including the preparation and sending out of membership cards to all members of the Association, the publication of the convention program, the publication of "Standards in Athletics for Girls and Women" for the Women's Athletic Section, the sale of a number of publications for this Section and the Dance Section, the preparation of several staff articles for other magazines, the compilation of the Promotion Handbook, and the acquisition of a complete file of the Association publications from 1885 to date. The Information Service of the office has been increased and a large amount of free and reprint material has been sent out in response to special requests. A large number of copies of the "Ten Cardinal Principles of Health and Physical Education" were distributed as a result of their endorsement by Dr. Eddy in a fall issue of *Good Housekeeping*, and material on physical education as a vocation was also much in demand following the publication of an article on this subject in the *Weekly News Review*.

Mr. James E. Rogers, Chairman of Field Service, has contributed his usual enthusiastic and effective service to the development of our organization and the promotion of physical education. His annual report to the Council is published in full on page 379 of this issue. The Association is perennially grateful to the National Recreation Association for providing us with Mr. Rogers' services for this important work.

Mr. W. G. Moorhead, our President for the past year, can look back on an administration in which the Association has carried through its long-cherished plan of affiliation with the National Education Association, thus assuming its due place as a part of the larger profession of education; has held the largest convention in its history; has substantially increased its membership; and has taken decisive steps to increase its services and cooperation in every phase of our program. His able leadership and careful guidance have had a large share in the coordination of these rapidly expanding activities and in the businesslike and friendly spirit with which the many important actions of the Association business meetings were decided. This has been an eventful year in our history. President Moorhead and the other officers and committee members will be fittingly remembered as providing constructive leadership through this period of momentous change and rapid development.

The Sense of Feel in Golf



By

MRS. STEWART HANLEY

Department of Physical Education for Women
University of Michigan

THERE is a lure and a fascination about a theory. Every serious student of golf, and most teachers, accent some one feature of the physical mechanics of the swing and build a theory around it. Eventually the theory becomes simplified into a "tip" and as such becomes more of a curse than a blessing to the would-be golfer. Bobby Jones and Lawson Little concentrate on the turn of the hips; Ernest Jones emphasizes swinging the club head; Alex Morrison centers everything on the position of the chin; but to date no one seems to have given much thought or consideration to developing in the golfer's mind the right mental pattern of the swing.

The world of sport is all too full of help for the budding golfer. Through magazine articles, books, photographs, and films, an interesting analysis of the swing may be obtained, but it is only through lessons from a competent teacher that the fundamentals are really learned. Hand in hand with the fundamentals, the instructor should endeavor to instill in the mind of the pupil the idea of *thinking* the swing and recalling the correct movements by a sense of muscle feel. With this as a foundation, the student of golf builds his own game and can depend on his own brain for correction and expansion until a grooved swing, the goal of every golfer, is an accomplished fact. After all, a grooved swing is nothing more than a repetition of physical movements following closely a mental pattern that has been developed by trial and error method.

Would-be golfers are always searching for the easiest and quickest method of acquiring skill. Some seek a short cut through an extensive analysis of the physical movements, and some overstress the theoretical approach to the game; few put the two together in their proper proportion. The beginner desires a finished game with the least possible effort, and the more advanced player harbors the optimistic hope of some day finding the one "tip" that will improve his game. There is no royal road to stardom on the links. The only path to perfection is via the hard route of lessons on fundamentals, both mental and physical, and intelligent practice and play.

Let us contrast the old method of teaching with a more modern type of instruction. From *The Art of Golf*, written by Sir W. G. Stimpson, Bart., 1887, comes this amazing advice to beginners: "Let the beginner shake himself down naturally before the ball and hit. Till he has done this for a good many days, no advice has either use or meaning." Later in the same chapter, is offered this helpful bit: "When the golfer begins to think about his game, to wish to know how it is done in order that he may improve—his troubles begin."

Joyce Wethered, under the heading "Art of Imitation of Golf," in the London edition of *The Sunday Express*, (Aug. 14, 1932), writes "I continually imitated other players myself. . . . Some players, do what they will, seem unable to apply to their own game what they see in others. They may observe but they cannot imitate."

This old method was built on the pure imitation of more skillful players, with no attention being given to the mental aspects of the game. Aside from teaching the correct stance and grip, little constructive information

This article is submitted by the Rules and Editorial Committee of the Women's Athletic Section of the A.P.E.A.

was given the pupil to help him differentiate between the right and the wrong way of swinging the golf club. The instructor's swing was the model to be followed, and criticisms were usually limited to such remarks as: "That's right," or "No, that's wrong—do it this way," followed by a demonstration of the correct swing of the particular shot being practiced. The lesson usually ended with this parting bit of advice, "Go play with better players and *watch* them."

The weakness of this imitative method is obvious. A most important side of the game was entirely ignored, namely, the kinesthetic sense, the sense of muscle feel. A glance at the average golfer developed under the old system of tutelage is perhaps the most convincing proof of this statement. After making consistent progress in the beginning, the player suddenly goes "off form." His bad shots and bad rounds begin to exceed his good ones, the slump persisting despite hours of earnest practice. Discouragement and shaken confidence lead him to try all sorts of cures. He goes to another teacher, and, for a while, a whole new set of tips seem to help, but soon again reappears the troublesome hook or the maddening slice. Finally, he just goes on playing *at* the game, unable to help himself or to be helped with certainty for any length of time. *A confused mental pattern is the sole cause of his difficulty.*

In learning any act of skill, one essential factor is selection; one set of movements must be learned and all others avoided. Learning to duplicate any skillful act requires that a "control-pattern" be etched in the brain. The mind not only controls the muscle coordination, the amount of strength employed, and the type of shot produced, but it is also responsible for this mental pattern of the swing. The most important development in the modern teaching of golf is based on the conviction that psychological principles of motor skill learning must augment the old method of pure imitation. While the student is mastering the weight shift, the firm left wrist, and the straight left arm, an immediate effort should be made to instill in his mind a consciousness of a mental pattern, not built on imitation alone, but actually constructed on the kinesthetic sensations resulting from trial and error performance. To appreciate kinesthetic sensations, an ability to discriminate between kinesthetic movements is necessary. The higher the degree of discrimination possessed, the greater the skill that may be attained. Some fortunate people, born with a native ability to discriminate, progress much faster than others. Through the contracting and releasing muscles, the student learns just when the parts of the body are in the proper positions to complete a successful movement. Then, as a definite rhythm is established and all extra movements are eliminated, the student realizes that only a certain set of coordinated muscles is being used in swinging the club, and that these movements may be controlled and successfully repeated entirely by a sense of feel.

Once this mental image is achieved, even though it is blurred and incomplete, the real foundation of a sound swing is laid. The possession of such a pattern is of far greater value to a player than the possession of a clear but incorrect one. The first can be sharpened and clarified, but the second must be broken down and rebuilt if the player's goal is dependable, good golf. This explains why it is easier to teach a student who has had a few lessons from a sound instructor than one who has been the victim of a variety of methods and whose swing is a conglomeration of various types of teaching. It also explains why the first player can pick up the game, after an interval of months or even years, and continue to progress with the minimum amount of discouragement, whereas the golfer who is dependent on a faulty pattern is continuously handicapped by bad rounds, even after weeks of intensive practice.

Practice does not always make perfect. The monotonous repetition of the physical movements does not necessarily develop a sound swing, for intense interest and concentration are just as essential as the weight shift

(Continued on Page 390)

To Our Friends—

Another school year draws to a close . . . some of you may go to camp . . . others will return to school and college for further study . . . still others may have the good fortune to travel, here and abroad. Whatever you do or wherever you go, we wish you well. Should you desire and have need for books during the summer, we will be only too pleased to help. Summer has always been a good time to examine texts for the Fall session.

In any event, we wish you all a happy and worth-while Summer vacation.

Forthcoming Fall Publications

ACHIEVEMENT SCALES IN PHYSICAL EDUCATION ACTIVITIES
For High School Girls and College Women
by F. W. Cozens, Hazel Cubberley and N. P. Neilson

THE CONDUCT OF PHYSICAL EDUCATION
Organization and Administration
by Mabel Lee

PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER
by Dorothy La Salle

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Period Chart
Unit 1. Taking an Inventory
2. Banishing Coughs and Sneezes
3. Checking up Luncheon Habits
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5. Bathing Habits
6. Keeping a Clean Food Tube
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Archery, Ideal Activity

By
PAUL H. GORDON
Beacon, New York

An open meet of the Nippon Archery Club of New York

PROJECT activity aims at once at focus and diffusion. Focus of the child's interest in a task or series of tasks; diffusion in the sense that the project is designed to lead him afield to broader and less immediately related pastures, easily and naturally. A well chosen activity does that. In the case of the normally inquisitive and able child it sharpens his impressions through objectification. It quickens his perception. For the problem child it facilitates the approach to less palatable realities such as French and Geometry.

Although the value of activity or project method is no longer questioned, too often anything that promises to start the child off and fosters a simulacrum of diligence is held to be sound activity. It is too frequently hoped that, like Tennyson's brook, the project will go on forever picking up here and there a lusty trout of fresh and unrelated curiosity and here and there a grayling of pure and unadulterated book interest.

Once the icing has been licked off the activity, however, there is trouble. Interest is lost as soon as the relation between ultimate objectives and immediate activity becomes the least strained or abstruse.

Johnny, a literal young person able with his hands, agrees it's swell to build a miniature house with all the gingerbread and furnishings. But, shrewd realist, he knows that what he's really built is a doll house. And he is becozened and bejaped. His teachers have no picnic either. Somewhere, they feel, there must be that ideal activity for Johnny that will give him the widest possible experience manually, physically, and in books; an activity in which ultimate objectives and present interest are so integrated that they will never relax their grip on his imagination.

There is such an activity. Archery.

"Gee!" says Johnny, "Bows'n arrers!"

Consider its scope.

Manually it offers work that is, by its very nature, attractive, in an easily graded series of tasks in wood, metal, feathers, string, leather, and paint, the tools for which are found in any school workshop. Even as the tasks grow more difficult the child's interest will not flag because he knows that he will possess bows and arrows for his effort, sport equipment which will give him endless satisfaction. From the teacher's viewpoint this manual experience is invaluable. Since the making of bows, arrows, and accessories involves little in the way of ironclad technique or "orthodox" procedure, the child is encouraged to discover and work out many of the problems of tool and material for himself. He will require direction in the essentials, of course, but little more. This experimental trial and error characteristic of the archer's craft—with which even professionals are never done—is a fine training ground and can be the departure for work in crafts with more specialized and individual techniques. The child who has played at archery invariably brings to other crafts a better understanding of tools and their possibilities.

Physically archery is one of the most useful and beneficial exercises, and one of the most exciting and romantically satisfying. A normal youngster working with a bow of fair drawing force for his age and development gets his full quota of running or walking, bending, stretching, and pulling. A weak bow can, with the walking and pulling, exercise a cardiac without danger of strain.

The sport of the bow is already widely endorsed and used as a physical corrective. The nocking, drawing, and holding of the bow, preparatory to the loose or actual shot, call for erect posture; and the effect of the draw on the back and shoulder muscles is one of the best known correctives for round shoulders. Muscular control and breath control are exercised in the drawing and holding. The child learns to coordinate and control his body. He has to in order to shoot well.

For lame or partly paralyzed children able to use the hands and arms at all, archery is a godsend, for it enables them to become proficient in a form of athletics in which they can compete upon an equal footing with those normally endowed. The resultant access of confidence is more valuable than the exercise. And it can provide a form of exercise they will be able to enjoy throughout their lives, unless they are bedridden. The author has seen a number of such cases, and none exhibits the spiritual dissatisfaction or introvert tendency so frequently a concomitant of physical limitation. One of the most

This typical camp group made all its own equipment, except for the target.

inspiring figures at major eastern archery meetings is that of a man who does his shooting from a wheel-chair to which he has been confined for years . . . wheeling himself to the target to collect his arrows and see his score properly recorded. Last year, during the conduct of a community archery class for children, the author encouraged a boy to regain, through use of the bow, adequate use of a crippled arm. The kid had such an intense desire to do it as well as the others. He did. Few sports can so possess the imagination of a child, particularly when the disability is conspicuous. Even children with missing fingers can be taught to shoot by the intelligent adaptation of special bow grips, individual releases, or the use of a mechanical device the market offers for drawing and releasing the arrow.

And that suggests a very special value of archery. Activity method should have applied usefulness as much for the game-shy child, as for the more usual case who is book-sky. More often than not the game-shy child has become so because of parental restriction, an exclusively bookish environment, or the fact that some physical disability has limited his opportunity. He feels his inferiority in games and dreads being singled out as inept. Archery can be played and mastered alone. Dr. Robert P. Elmer, eight times national champion, learned it that way.

Moreover, such is the nature of the sport, with its romantic associations and literary background, that it evokes satisfactory response even from the rare child who has rationalized his game shyness into the "waste of time" argument. Roger Ascham, educator and toxophilite, was probably not the first to observe that ". . . shootinge [with the bow] is the most honeste pastime of all, and such one . . . of all other, that hindereth learninge little or nothing at all." And Ascham it was who taught the wilful Elizabeth of England archery as well as Latin. Latin through archery, probably . . . project method.

The doughty schoolmaster might have gone a step farther and remarked that interest in bows and arrows nourishes learning rather than hinders it.

Conceive, if you can, a boy trying to learn something more about bows and arrows from a book that contains interesting pictures, and running across a phrase or reference—in another language, like as not—that stumps him. He will not rest until he *does* understand it. It's *archery*. Any hobbyist will understand the attitude. Doggedness. Patience, which might be a lost virtue in that case if it were not learned through the medium of something really fascinating.

Archery opens pleasantly to the whole world of interests. Archery books of every possible emphasis from historical and physical through craft handbooks to the poetic and philosophical make the connection between ultimate objective and present activity interest always clearly relevant. A few titles with reference to some specific obstacles might be illuminating. Can't the boy

(Continued on Page 393)

Everybody interested. Archery has earned a place on most progressive camps' programs.

Notes on the New York Convention

By

KARL LONG

Francis W. Parker School, Chicago

NEARLY four thousand physical educators taxing the hospitable walls of the Hotel Pennsylvania. Registration, and meeting old friends and classmates again. If you were fortunate, coming early and visiting some of the wonderful schools in New York and vicinity, getting lost in the subways, riding in glass-topped taxicabs, visiting Rockefeller Center, gazing over the city from the 102nd story of the Empire State Building. Studying your program, selecting meetings, and realizing there are two or three coming at the same time which you would like to attend. Wondering how J. B. Nash will keep all of his appointments.

Agreeing with Mr. Geo. T. Palmer that New York only has five boroughs, whereas Missouri has a million mules, still you would rather face the million from Missouri than be trampled by the five from New York. Thinking how times have changed when Dr. Aldinger recalls the first A.P.E.A. convention at Columbia, in the middle nineties, when all sessions were general meetings, and wishing for the good old days so you could take it all in. Congratulating President Bill Moorhead on his new award and the fine way he has handled his job. Missing the familiar face of Dr. McCurdy, but wishing you were with him in Florida when you face the bitter cold rain on Seventh Avenue.

Enjoying Dr. Kilpatrick as he talks about a new way of looking at general education. He asks, how does learning take place? How shall we manage educational processes for best learning? Shall we follow Goldsmith, who said "I know of no process conquering children's natural laziness, but fear." Fortunately we have progressed beyond the days of 1837 when one hundred twenty-five Massachusetts schools were closed because the pupils carried the masters off. Physical education of that period was meaningless. Life is active. The child craves something to do. There is constant interaction between organism and environment. Learning is natural, not painful. "He preached the doctrine and lived the application." To live poetry is better than to write it. You never learn it until you live it. That is the basis of our teaching. Fair play in games? They have to live it. If it's just while the umpire is watching, is that living it? So it is with kindness, courtesy, consideration of others. If one pretends to live it and doesn't, then his character is built in that pattern.

And then on Thursday we are crusading against crime with Federal Investigator Nichols. We are given a picture of the vast size of this army of criminals, of the annual fifteen billion dollar overhead, every forty minutes a life, every two and one-half minutes a car stolen. We were glad to learn of the 75 per cent decrease in bank robberies and the solving of ninety-two out of ninety-three cases of kidnaping, but we were cognizant of our position with youth when Mr. Nichols said 17 per cent of serious crimes are committed by criminals younger than 21. Seven hundred thousand young boys and girls in crime. Youth needs new experience, recognition, and security, instead of delinquency, minor depredation, and then fugitive from justice. Youth's crime traceable to adults. Crime prevention is insistence upon honesty. Segregate apostles of crime. Expose fiddle-faced reporters and suffering sob sisters. Depopulate our prisons. Restore the home. Physical educators must expand their program. Begin with the high chair instead of the electric chair.

Mr. Nichols is followed by Mr. Lindeman. "For all of our major difficulties there is no direct solution. We are learning, first, to cultivate a point of view of society as a whole; second, that all professional groups must function on a common front." Physical education has been isolated in this respect. The old adage, a sound mind in a sound body, has been modernized to a sound human being in a sound society. We are obliged to reinterpret recreation. The quickest way of altering a people is through recreation. We have one hundred forty million people with rapidly accelerating leisure time. They must be kept up with. Leisure time is a complement, not an antithesis of work. We must rethink our program in terms of the crisis in democracy.

Dr. A. J. Stoddard, Superintendent of Schools, Providence, R. I., came next on the general program. Subject: "The Relation of Physical Education to the Purposes of Democracy." We would like to tell you his golf story, it's a dandy—but the editor said to be brief. So we are just jotting down highlights. Rome is not burning today. Things will go on. Physical education ought to be that. Education of the lungs, the heart; and bring the physical side of life into control. Each youngster should become the master of his own ship. Play for the joy of playing. Make children less and less conscious of the physical training in the attainment of health. Physical education controls the keys to many fields of happiness. Games should be a real part of life; learn many games but no one game too well. If you do, you may become hypercritical of your own game and of your partner's game. Two evils today in physical education that must be guarded against, are too much specialization and too much mass treatment.

Dr. Staley voiced one of the outstanding thoughts of

(Continued on Page 395)

A Plan for Stimulating Interest in Correct Body Mechanics

By

FRANK H. KRUSEN, M.D.

and

FRANK J. WIECHEC

Section on Physical Therapy, The Mayo Clinic,
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ACCORDING to Stafford, the term "corrective gymnastics" or "corrective physical education" is used to describe the work done with individuals who have structural deformities such as weak feet, poor body mechanics, or injuries to bone or muscle.[1] Such corrective measures are most effectively directed by a physical therapist working under the supervision of an orthopedic surgeon. In most cases the physical therapist directs his efforts to the treatment or correction of some condition which interferes with the health of the patient or detracts from the appearance or proper functioning of the body.

Stafford defined preventive physical education as a term "used to describe the work done with individuals who have faulty health habits and slight functional disturbances which, if not corrected, may result in definite structural or organic diseases." These individuals are not sick enough to warrant medical or orthopedic care, and, as a rule, they do not know that there is any deviation of their postures from the normal. Yet they may have acquired habits of poor body mechanics which, if uncorrected, may lead to some structural or organic disease. The child or student is not aware of his faulty habits until there is actually a decrease in vitality and efficiency, or until poor posture detracts from his appearance.

Children seldom know the difference between correct posture and incorrect posture. Many things may effect a child's posture, and the parent or the child himself may not be aware of the faulty posture. Many parents know very little about body alignment. The responsibility for instructing the child in correct body mechanics therefore rightfully falls on the teacher.

Usually the physical educator, because of the large number of students and the limited amount of time that he has to devote to this one phase of physical education, finds it difficult to devote a proper amount of time to correcting each individual's postural faults. Rather than disregard this very important phase of physical education, it is suggested that the teacher attempt to "sell proper body mechanics" to the student. This can be done during each gymnasium period or even once a week. Ten to fifteen minutes devoted to this work during the class period will not seriously hinder the teaching of the regular subject matter and yet such instruction can be extremely valuable.

Correction of posture is rather an indefinite subject and is difficult to teach. Unless it is presented to the student so that he will see its importance and its applicability to himself, he will not understand what is expected of him and will invariably resume his old habits as soon as he leaves class. Unless he understands how proper carriage affects him and his well-being and what it will mean to him now and in the future, he will cast the teaching aside and feel that postural training is just another of the necessary evils to which he must be subjected.

The educator, because of his constant association with the child or student, can be influential in guiding him to proper health habits. He is also in contact with the parents and school physician and can direct their attention to conditions of malposition of the various bodily structures of the students. A little time and thought spent in preparation before each posture class will enable the instructor to approach his students properly and hold their interest. It has been noted that the more actively the student can participate in the program and the more it applies to himself, the more interest he will show.

THE following program has been successfully presented to various class groups and is presented now as a suggestion or reference for the physical educator.

First class.—

1. An explanation of the course should be given.

A. A definite amount of time should be devoted each period to posture training and corrective exercises. The instructor should endeavor to show the value of correct body mechanics and should attempt to correct some postural faults and make the class posture conscious.

2. Purpose of the course.

A. Need of posture training.

(1) To prevent the progress of improper postural habits that may lead to more serious conditions.

(2) To show how correct posture influences

[1] G. T. Stafford, *Preventive and Corrective Physical Education* (New York, A. S. Barnes and Co., 1930), p. 9.

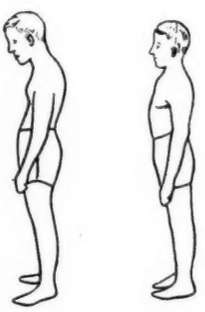
How funny animals would look if they walked like man

How man would look if he walked like animals

Correct posture is proper alignment of the structures of the body to make possible the best circulation of the blood and consequent nourishment of even the most distant muscles, joints and organs. Correct posture results in increased vigor, lessened fatigue and increased mental and physical efficiency.

CORRECT STANDING

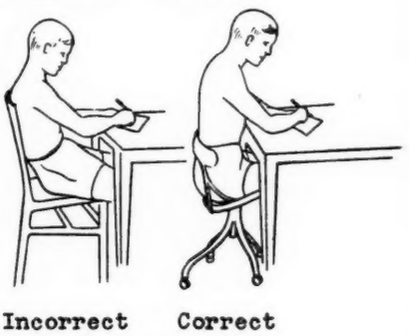
1. Head up, chin in, stretch top of head toward ceiling.
2. Chest up, breast bone the part of body farthest forward.
3. Lower abdomen in and up.
4. Hips rolled under. Hold abdominal and buttock muscles firm.
5. Feet parallel with weight evenly distributed.



Incorrect Correct

CORRECT SITTING

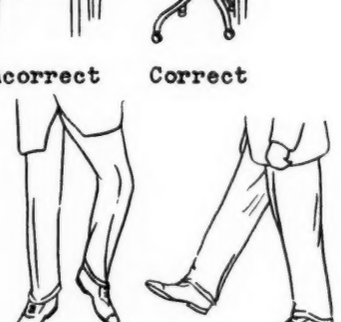
1. Chin in, ribs up, back flat, pelvis or hips nearly on a level.
2. Body held as tall as possible. This overcomes the common fault of bending at the waist rather than bending at the hips.
3. Lower back should always have contact with the back of the chair.
4. Feet crossed, weight resting on the outer borders of feet.



Incorrect Correct

CORRECT WALKING

1. Walk with feet parallel (toes pointing ahead) with weight on the outer and fore part of the feet.
2. Walk tall.



Incorrect Correct

METHOD OF CORRECTING POSTURE

1. Wall test.
   a. Stand with heels, hips, shoulders and head against wall.
   b. Slide hand in space between wall and lower back.
   c. Press lower back against hand.
   d. Walk away from wall in this posture.

Fig. 1. A plan for stimulating interest in correct body mechanics.

the life of every individual by increasing muscular efficiency and enhancing personal appearance.

B. To give examples of good posture and carriage among famous and popular personalities such as Helen Wills Moody and Walter Johnson. Good body mechanics appears to improve one's performance of various activities.

3. Demonstration by the instructor of poor and good postures (Fig. 1).

Second class.—

1. The various simple methods of testing posture should be demonstrated.

A. Plumb line—a line with a weight attached to it is dropped from the front of the ear to the forward part of the foot. The lines of the body should be compared with the straight line.

B. Window pole—this can serve in the same manner as the plumb line.

C. Front wall—face the wall and touch the toes to it. The anterior part of the thorax should touch the wall, the nose being about an inch (2.5 cm.) away from it. A distance the width of the hand only must be maintained between the thighs and the wall.

D. Back wall (see Fig.1).

2. The students should test their posture by the "back wall test."

3. The students should test their posture in groups of six or eight. The instructor can correct each individual's posture and at the same time examine, very briefly, for any postural defects or other bodily deficiencies. In this way each student can learn a great deal about his posture. The test will help to emphasize to those who do not tally that there is something wrong and will also show them where the trouble is situated.

Third class.—

1. The students should assume poor posture, and then correct their own bodily alignment until good posture is maintained. The instructor should lead the class in assuming poor posture and then correct the position of each part until the body is in good alignment.

A. To stress corrections, the instructor should have the students work in pairs. "A" will assume poor posture while "B" will correct each region that is out of line. "B" will note the alignment of the body before and after correction of the various parts. The parts to be corrected are head, neck, thorax, shoulders, hips, abdomen, knees, and feet. "A" will then alternate with "B" and become the examiner.

(1) While the students correct each part the instructor can call their attention to the various defects produced by improper alignment of each part. Examples are shortened height, narrow thorax, weak musculature, poor appearance, and fatigue posture.

Fourth Class.—

1. Review of the "wall test" for posture.

2. Demonstration of the proper walking, standing, and sitting positions and pointing out the faults of each.

A. The faults in the standing position.

(1) Slump of the bodily weight over one hip and leg.

(2) Slouched and relaxed position exaggerating normal curves of the body.

(3) Strain on the lower part of the back and relaxation of the abdominal muscles.

(4) One shoulder held higher than the other, causing lateral curvature of the spine. This incorrect postural habit may be acquired by carrying books on the same side continually.

(5) Thrusting the hands in the side pockets by boys causes contraction of the thoracic muscles and an attendant forward thrust of shoulders.

B. Faults in walking.

(1) Shuffling along with the head thrust forward, thorax depressed, feet turned out, and with the entire body presenting a picture of abject fatigue.

(2) Poor aesthetic appearance of the body.

C. Faults in the sitting position.

(1) Children frequently sit in a slumped position which causes fatigue of the underdeveloped muscles and compression of the growing bones.

(2) Sitting with the feet curled under (girls).

(3) Poor lighting conditions or poorly fitted furniture causes slumping forward or twisting the body and consequent lateral curvature.

3. Students should practice correct standing, sitting, walking after first having assumed the incorrect positions. The instructor should point out the faults of the various incorrect positions and explain how the body is affected. (See Fig. 1.)

Fifth Class.—

1. Tests for proper position of the head, neck, chin, and eyes.

A. The student should reach for the ceiling with the back of the head. The head should be held in such a position that it is balanced and there is no strain on the neck muscles.

B. The chin should be pulled in and up.

C. The eyes should look straight ahead on a level instead of downward. The instructor should explain that the head and the rest of the body usually follow the direction of the eyes.

2. The wall test and the proper positions for walking and standing should be reviewed.

Sixth Class.—

Positions of the upper part of the back, thorax, shoulders and arms.

1. Tests for correct posture of the upper part of the back.

A. With the arms raised overhead and the elbows straight, the student should be able to touch the ears without bending the elbows.

B. In the "back wall test" both shoulders should be placed flat against the wall.

2. The following faults of position should be pointed out.

A. Thorax.

(1) Limited expansion.

(2) Depressed thoracic cavity due to contracted pectoral muscles.

(3) Contracted muscles of the thoracic wall.

B. Upper part of the back.

(1) Rounding due to the factor of the presence of relaxed muscles of the back.

(2) Shortened height.

(3) Limited movement of shoulders.

C. Shoulder positions.

(1) Thrust forward.

(2) Held tensely.

(3) One higher than the other.

D. Positions assumed by the arms.

(1) Held too close to the body.

(2) Held tightly and tensely.

Seventh Class.—

The lower back, hips, and abdomen.

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Motion Picture Sports for Women

Films available for entertainment and Instruction

Compiled April 1937 by
Motion Picture Committee
National Section on Women's Athletics
LOUISE SCHUTZ
The Ohio State University, Chairman

DURING 1936 the American Council on Education prepared a catalogue of existing films covering sports, games, and amusements. This catalogue was sent to the following women, outstanding in the field of physical education:

Eline von Borries, Goucher College; Dr. Margaret Bell, University of Michigan; Grace B. Daviess, University of Cincinnati; Helen Hazelton, Purdue University; Marjorie Hillas, Teachers College, Columbia University; Grace Jones, Supervisor, Summit High Schools, New Jersey; Gladys Palmer, The Ohio State University; Mrs. Katharine H. Oberteuffer, The Ohio State University.

These were asked to make a blind rating as follows: rating 1, those showing clear evidence of worth; rating 2, those that may have value but difficult to tell from the description; rating 3, those probably of no value.

The tabulation of the ratings shows among 764 films listed only 45 rated unanimously 1, or 1 and 2. The American Council sent for these films, and the following list indicates the concise evaluation made of the films of this group which were available for review during January, February, and March of this year. More detailed ratings are on file with the chairman of the Motion Picture Committee. The staff and senior major students of the Department of Physical Education for Women of The Ohio State University acted as a reviewing board. Each reviewer was asked to consider the following items:

1. Photography—the use of slow motion and close-ups pertinent to analysis.
2. Titling—clarity of the type, and concise conveyance of coaching hints.
3. Interest—does the film stimulate improvement of skill and further participation in the activity?
4. Does the film have any unique contribution over other classroom aids?

Of the subjects reviewed to date, none meet the criteria which we feel should be established for instructional films in the teaching of women's sports. Many are useful for entertainment programs in sports. Some analyze a few skills for instruction and combine this with interest-arousing features.

Until such time as expertly constructed instructional films are produced, the following is representative of what already exists in the field of sports for women.

Key to Abbreviations

min.—minutes
r—reel
J.H.—Junior High
S.H.—Senior High
35—35 millimeter film
16—16 millimeter film
si.—silent
sd.—sound
f.—inflammable
n.f.—safety film
Date—year of production
El.—Elementary
C.—College
trade—trade school
guide—indicates that a teacher's manual is available on film.
rent—available for a rental price and transportation charges.
loan—available for transportation charges only.

Archery

Archery. 150 ft., 16 si., rent apply Cia Craft, Craft Archery Co., 9191 E. Pine St., Tulsa, Okla.

Film has shots of arm and hand position with and without bow. Titles could be shortened. No slow motion analysis or clear close-ups. Revision suggested. (Reviewed by Gladys Taggart, Elinor Schroeder.)

Basketball

Women's Basketball. 1r, 16 si., Scholastic Coach Bookshop, 250 E. 43rd St., New York, rent $2.00.

Practice of catching, passing, guarding, shooting in various formations. Game demonstrated. Slow motion analysis of techniques.

Dancing

Demonstration of Dance Technique. 1935, Ohio University, Athens; 2r, 750 ft., 16 si., rent $10.00.

Reel one illustrates dance movement; reel two, compositions in costume. Both reels arouse interest in dance, but film is not sufficiently detailed to assist in learning the activity. No slow motion. Numerous medium close shots of group leaders. Film of more value to teacher than student.

Diving

Crystal Champions. 1929, 1r, 16 si.-sd., 11 min. (Grantland Rice Sportlight), Walter O. Gutlohn, Inc., 35 W. 45th St., New York.

Scenic underwater shots of Silver Springs. Crawl stroke by Martha Norelius and Johnny Weissmuller. Excellent slow motion of diving techniques demonstrated by Helen Meany, Pete Desjardines. Film is interest arousing to all age groups; helps intermediate and advanced swimmers in improving skill.

Diving. 200 ft., 16 si., Roy E. Priebe, Fullerton Junior High School, Fullerton, California; sell $15.00, rent $2.50 per day, $4.00 per week, guide.

Demonstration by Johnny and Mickey Riley. No good close-ups. Slow motion analysis aids decidedly in improvement of skills. Titles not accurately stated. Valuable for analysis to teacher and advanced swimmer.

Diving. 1r, 35, si., (Grantland Rice Pathégram), Wholesome Films, Inc., 48 Melrose Street, Boston.

Al White, Pete Desjardines, Aileen Riggin, Helen Wainwright demonstrate platform and springboard diving. Natural setting. Slow motion occasionally emphasizes height. Reel is good historical record of champions. Good entertainment value for any age level.

Swimming and Diving. University of Chicago, 1342 ft., 35 si., 542 ft., 16 si., 1922, sell $75, $40, rent $4, $3, Society for Visual Education, 327 LaSalle St., Chicago.

Illustrates breast stroke, crawl strokes, some dives and few lifesaving techniques. Little slow motion, no close-ups. Of slight interest and value to high intermediates and advanced swimmers.

Elementary School Activities

Mexican Pageant. 2r, 200 ft. each, 16si., rent apply R. 1 University of California, Berkeley.

Reel one, Children's dance interpreting founding of Mexico City and long trek of Aztecs in search of the sign; reel two, Mexican Maize and Bull Fight.

No slow motion or close-ups. Value only in teacher training when actual observation of children working out projects centered about life, customs, traditions of other countries is impossible.

Activities in Nursery and Elementary School. 2r, 16 si., rent apply University of California, Berkeley.

Reel one, Nursery school, kindergarten, second-grade play project; reel two, Rhythm expression of sixth- and seventh-grade children.

No close-ups or slow motion, so difficult to analyze significance of activities.

Golf

How I Play Golf. 13r, 35, 16 sd., rent $40 per day, (Bobby Jones Golf Series), Warner Bros., 321 W. 44th St., New York.

Combination entertainment and instruction film. Slow motion analysis of different club shots, helpful mainly to intermediate and advanced golfers. Excellent close-ups emphasizing grip, backswing, and follow through. Some diagrammatic and suspended action analysis. Bobby Jones explains each shot as he makes it, giving its analysis and also teaching hints. Women's costumes date film and should be cut. Reel emphasis for instruction is as follows:

Reels 1 and 2, putting; 3 and 4, suspended action of niblick out of trap; 5, some slow motion mashie niblick; 6, shots from tee—analysis of 140-yard mashie shot; 7, analysis of approach shots with slow motion and suspended action; 8, spoon shots; 9 and 10, drives; 11 and 12, out-of-trouble shots; 13, round of golf on screen—each shot played, then analyzed—slow motion.

Golf Series. 100 ft., reel No. 93, 16 si., rent $3.00, Burton Holmes Films Inc., 7510 N. Ashland Avenue, Chicago.

The drive. No slow motion. Too many negative captions. Slight value to advanced golfer, if any.

Golf. 3r, 16 si., occasional loan for demonstration, apply Professional Golfers Association, 150 Nassau St., New York.

Bobby Jones, Joyce Wethered, Harry Vardon. Drives analyzed; separate reels, 200 times slower than normal, 3200 exposures per second. Very slow motion obviates need of close-ups. Instructor's lecture essential. Excellent for analysis at any age or skill level.

Field Hockey

Field Hockey. The U. S. Field Hockey Association advertises three reels of pictures entitled: Technique 1, Technique 2, Umpiring.

For information and rates address Mary C. Morgan, Chairman United States Field Hockey Association Technical Committee, 408 South 45th St., Philadelphia.

Lacrosse

Lacrosse for Women. 2r, 800 ft., 16, 45 min., rent $3.00, available from Helena Wheeler, 55 Hillside Avenue, New Rochelle, New York.

Filmed under the auspices of the English Woman's Lacrosse Association. Some analysis of separate techniques. Filming of game situation. For intermediate and advanced player.

Fundamentals of Lacrosse for the Inexperienced Player and Coach. 2r, 800 ft., 16, 45 min., rent $3,00, available from Helena Wheeler, 55 Hillside Avenue, New Rochelle, N. Y.

Filmed under the supervision of Maude V. Sharpe and Phyllis Vare. Good analysis of beginning techniques. Player filmed from various angles. Some slow motion.

Skating

Frolics in the Frost. 1r, 35 si., n.f., rent, (Grantland Rice Sportlight), Wholesome Film Service, 48 Melrose Street, Boston.

Toboggan, skiing, curling, skating, skate sailing, ice boating, snowshoeing. Good entertainment film for J.H. or S.H. to arouse interest in outdoor winter activities.

World's Fastest Game. (Pathégram of Ice Hockey), 1r, 16 sd., rent apply Walter Gutlohn Inc., 35 W. 45th St., New York.

Boston Bruins clearly analyze techniques. Good close-ups, slow motion of separate techniques. ABC analysis of attack and defense by shots made trucking the camera. Clem McCarthy gives instructive description. News reel clips add interest though underexposed. J.H., S.H., C.

Skiing

High School of Skiing. 1r, 16 sd., rent $1.50, Garrison Film Distributors, Inc., 729 Seventh Avenue, New York.

Some slow motion analysis of Hannes Schneider doing elementary techniques. Interesting scenic shots.

Modern Ski Technique. 2r, 16 si., 1931-35, sell $25.00, rent $5.00, John W. McCrillis, Newport, New Hampshire.

Some of the best ski performers in action. Common errors in turns analyzed. El., J.H., S.H., C., guide.

Moosilauke Down-Mountain Race. 1r 16 si., 1931, sell $25.00, rent $2.50, John W. McCrillis, Newport, New Hampshire.

Excellent interest film of annual Dartmouth Down-hill Race; for all ages.

Ski-Esta. 1r, 16 sd., rent $2.00, apply Institutional Cinema Service, Inc., 130 W. 46th St., New York.

Men and women shown boarding snow train; selecting equipment; doing mass exercises and practicing elementary techniques. Shows a ski cable, ski trail, and ski jumps. Good interest film because of actual situation. Mainly for adults.

Skilauf in Österreich. 2r, 16 si., rent apply Cine Lab Inc., 33 W. 60th Street, New York.

No titles. Primarily pictorial shots of Tyrol. Good travelogue. Reel one has excellent close-up of ski bindings side-stepping. No slow motion for analysis.

In a Glistening Paradise. 7r, 2400 ft., 16 si., prior 1927, rent $10.00 in California, $15.00 elsewhere, University of California, Berkeley.

Reels: 1, skiing in Tyrol valley; 2, conditioning gymnastics; 3, equipment; 4, elementary techniques; 5, advanced techniques; 6, jump turns and jumping; 7, a ski tour.

No slow motion; a few close-ups. Film worn which accentuates underexposure. Value primarily interest, as analysis incomplete.

Speedball

Speedball for Girls. 1r, 200 ft., 16 si., 8 min., rent $1.25, apply Frances T. Duryea, 238 North Columbus Avenue, Glendale, California.

To be reviewed. Described as analysis of various techniques and team plays; J.H., S.H., C.

Swimming

(See Diving in addition.)

The Front Crawl. 2r, 400 ft. each, 1r, 100 ft., 16 si., 40 min., 1935-36, Grace B. Daviess, director; sell $24.00 each, rent $3.00 each, apply Department of Physical Education for Women, Pomerene Hall, The Ohio State University, Columbus.

Reel 1, analysis for beginner; 2, analysis for advanced.

Includes Lenore Kight Wingard in normal and racing tempo. Both analyzed with slow motion; close-ups. For instruction only. Experimental, supervised by this committee.

Swimming. 1r, 16 si., rent $4.00, University of California, Berkeley.

Slow motion analysis of strokes and dives. No close-ups. Useful for interest all levels; skill improvement of advanced swimmers for diving.

Swimming. 2r, 16 si., rent $2.00, Visual Education Service, Inc., 327 LaSalle Street, Chicago, Illinois.

Reel 1, interest shots older and young swimmers. Children's lessons in crawl under Hungry Duck, Motor Boat, etc.; 2, Kojac demonstrates back crawl, breast stroke; Jackie Ott demonstrates underwater swimming, swan dive, dog and duck.

Title value over demonstration. Sequence of lessons might stim-

(Continued on Page 392)

AROUND THE COUNTRY
WITH J. E. ROGERS

Editor's Note: Each year it has been the custom for Mr. Rogers to file with the Secretary of the American Physical Education Association a report of the current projects and accomplishments of the National Physical Education Field Service of which he is Chairman. It may not be known to all our members that this Service is supported by the National Recreation Association for the benefit of our profession all over the country. In appreciation for this splendid contribution to our professional progress by the National Recreation Association, and of the fine work which Mr. Rogers has done for physical education, it seems fitting to publish on "Jimmy's" own page the record of his many excellent services during the past year.

SUMMARY

For the past seven years your Chairman of Field Service has been acting as field secretary of the Association. The need for promotion work in the field is not only apparent but most urgent. The specific job was to help promote and organize new districts of the American Physical Education Association when we had only two, and also to organize state physical education associations at the time when we had only a few. We now have all six districts completely organized and very active, going concerns. Almost all states have associations growing in effectiveness. It has been my privilege to participate actively in the organization campaigns and proceedings for the setup of three of the six districts and to take part in the formation of twenty-two of the state associations. During the past two years there has been some promotion work to organize state associations for the first time but most of the field trips have been devoted largely to continuation work—working with state associations already established to make them strong and effective. State associations have grown in strength and membership. They are actively developing state projects; they have participated in the development of state-wide programs; they have done much to build for standards. This phase of the work has been most satisfactory because strong state associations with active year-round programs and projects in the last analysis are the keystones upon which the national association is built. This field service since 1930 has meant much travel, time, and money, and this has been made possible through the generosity of the National Recreation Association.

During the past year the record shows:

1. Correspondence and consultation with twenty-one of the state associations and their officers.

2. Personally visited twenty-three states, and in contact with some of the state, city, and local physical education groups and conferences.

3. Personally visited and served in thirty-one cities, meeting local physical education groups.

4. Visiting and serving some nineteen universities, colleges, and normal schools.

5. Attended and participated in the program and setup of the National Convention and four district conventions.

6. For two years worked to re-establish in the National Congress of Parents and Teachers the National Physical Education Committee with a National Chairman. Successful. Elmer Mitchell is now Chairman of the Physical Education Sub-Committee of the National Congress of Parents and Teachers.

7. Completed the Horace Mann League report which recommends the re-establishment of a specialist in physical education in the Office of Education on the staff of the United States Commissioner of Education.

8. Page in the JOURNAL.

9. As Secretary of the Department of School Health and Physical Education and as Field Secretary of this Association, actively participated in conferences held for the purpose of effecting the the merger of the Association and the Department.

This summary does not cover the other services rendered as:

1. Director of the National Physical Education Service of the National Recreation Association.

2. Secretary of the Department of School Health and Physical Education of the National Education Association.

3. Secretary of the Society of State Directors of Physical and Health Education.

As Director of the National Physical Education Service and as Secretary of the Society of State Directors of Physical and Health Education for the past two years nineteen campaigns have been conducted in nineteen different states to accomplish the following:

1. To get state directors for the first time in states without directors.

2. To maintain state directors on their jobs.

3. To get reappointments for state directors where vacancies had occurred.

4. To reestablish state directors where no reappointments had been made.

In some of these campaigns the state physical education associations were most helpful. It is hoped, and it is possible, that we shall have one or two new state directors for the first time and that we will have one or two state directors reestablished in states formerly with state directors.

In 1918 only eleven states had laws, four states had State Directors.

Today, thirty-seven states have laws, representing 90 per cent of the population; thirty-three states have laws and courses of study, representing 80 per cent of the population; twenty-two states have laws and courses of study, and what is more important, state directors, representing 70 per cent of the population.

JAMES EDWARD ROGERS
Secretary

* * *

R. C. Tapp, Supervisor of Physical Education, Board of Education, Minneapolis, writes: "We are now working on a plan for insurance for high school athletes, and have just completed a system of medical service for boys who are engaged in sports. This plan includes the employment of a full-time physician, and the appointment of district volunteer physicians who, under the supervision of the school medical officer, attend all games. The plan also includes a very close tie-up with the family physician, as well as the various hospitals in the city."

* * *

Roy J. McMurray, Supervisor, Department of Physical Education, Saginaw, Michigan, is one of the veterans in that state, and has done a very fine and consistent job; but his real fame comes from the fact that he is a great woodsman, a horseman, and a fisherman. He knows the north woods of Michigan, and around the campfire can tell some pretty tall stories.

HONORABLE MENTION

To the splendid exhibit of the different state directors of physical and health education presented at the 11th Annual Meeting of the Society of State Directors, held at the Hotel Pennsylvania, New York City, April 20-21. The large illustrative booklets created a great deal of valuable comment. Honorable mention goes to the state directors for this excellent exhibit.

To Jessie R. Garrison of Alabama for her many contributions to physical education. As State Director of Alabama she has done outstanding work in the elementary grades, the rural schools, and in the development of a sane program in girls' sports and athletics. This year as President of the Society of State Directors of Physical and Health Education

she not only arranged a wonderful program but published a thousand copies of a printed booklet telling of the history and achievement of the Society.

One of the best programs at the New York Annual Convention of this Association was that presented by the City Administrators' Society. Grover W. Mueller of Philadelphia was President, and Julius Kuhnert of Mount Vernon was Secretary.

* * *

W. K. Streit, Director, Department of Physical Education, Cincinnati Public Schools, has done much for the development of physical education in the middle west. He has received three honors:

1. Recently elected President of the Cincinnati Schoolmasters Club, which is composed of about four hundred schoolmen in that vicinity, including college professors and presidents, public and private school employees.
2. The Orpheus Club, Cincinnati's 44-year old male choral organization has made him President of the Board of Trustees for the ensuing year.
3. He has accepted an invitation to present two courses at the State University of Iowa during the summer session, June 14-August 8. They will be on "Organization, Administration; and Supervision of (a) Physical Education; (b) Recreation."

* * *

Bernice Moss, State Director of Utah, reports splendid progress in that state. There is a steady progress in the growth of effective programs and trained leadership. There is an axiom that whenever a state has a state director there you have steady forward development.

* * *

C. O. Jackson, Assistant Professor of Physical Education, University of Illinois, will teach at New York University this summer. Mr. Jackson has been making some very interesting studies among which is "A Study Showing Subjects Taught by Teachers of Physical Education in the State of Illinois 1935-1936."

* * *

Dr. Carl Schott, Director of Health and Physical Education at the University of West Virginia, will become Director of the School of Health, Physical Education, and Athletics at Penn State College.

* * *

Officers for the coming year for the Society of State Directors of Physical and Health Education are: Dr. Hiram Jones, New York, President; W. H. Orion, California, Vice President; James Edward Rogers, New York City, Secretary-Treasurer. Dr. Jones was also elected President of the Eastern District of the American Physical Education Association.

* * *

Alfreda Mosscrop, Director of Physical Education at Alabama College, is going to Vassar College to be Director of the Department of Physical Education.

* * *

The month of May was set aside for the various track and field meets and playdays in the elementary and high schools of New Orleans. As an example, there were fifteen schools which

* * *

T. C. Ferguson has been appointed by Superintendent Cook to be full-time State Director of Health and Physical Education in Maryland, with offices in the State Department of Education.

* * *

Richard Larkins, Head Football Coach of the University of Rochester, resigns to take the position of Assistant Professor of Physical Education at The Ohio State University.

* * *

The next meetings of the Districts of the American Physical Education Association for 1938 are as follows: Eastern, Boston; Mid-West, Chicago; Central, Minneapolis; Southwest, Salt Lake City; Northwest, Spokane; Southern, with the National at Atlanta.

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"How We Do It"

The Athletic Club as the Medium for Intramural Competition

FOR the past five years athletics at Eastern Model High School for the most part have been on an intramural rather than an interscholastic basis. The first year or two the boys of the Junior and Senior High School were invited to take part in a loosely organized play period after school, one hour a day and three days a week. More than 50 percent of the boys in school participated. The other half with few exceptions could not take part due to the fact that they lived in rural areas and had to return to their homes immediately after school.

At the end of the second year we found that a better organized and more compact club was needed to meet the needs of these youngsters. Each boy wanted to belong to a gang or team and play regular schedules of different sports throughout the year. From this idea the Olympic Athletic Club was conceived with a membership of thirty divided into two groups, the Spartans and Athenians. Two captains of equal athletic ability were selected by the club members. These captains in turn met in the sponsor's office and selected their teams from the membership. At the next meeting officers were elected and this group acted in the capacity of an administrative organiaztion. The board selected the seasonal activities to be played during the year, devised a point system, and designed a monogram to be awarded at the end of the year to members earning the required number of points.

The following sports were selected and each club member had an opportunity to participate in these seasonal activities:

Fall: playground baseball, touch football, volleyball, cross country, swimming.

Winter: basketball, handball, national physical achievement standards, boxing, swimming.

Spring: playground baseball, speedball, tennis, track and field, swimming, national physical achievement standards.*

Round robin, ladder, and elimination tournaments were used as mediums to further participation. The most suitable type of tournament to fit the sport was selected by the organization committee. Rules and regulations in regard to attendance, participation, officials, tardiness, etc., were also worked out by the board.

The point system while not an unusual one was devised by the group and has proved practical in every respect. It has kept up interest in activities which because of a lack of skill of participants would otherwise prove uninteresting. It has motivated attendance and participation in a rich variety of activities. The simplicity of the system, however, was such that the acquisition of points did not overshadow the good which one would derive from the activities. A large card with names of players and list of activities and a place for attendance points was placed on a convenient bulletin board. The secretary of the club under the supervision of the sponsor tabulated the points in a grade book and posted these on the card at the end of each month. The following is the essence of the point system devised by the club:

Points	Activities
5	Attendance (each meeting)
50	Tournament—Winner
35	Tournament—Second Place
25	Tournament—Third Place
15	Tournament—Fourth Place
100	Membership on Representative Team
100	Pass National Physical Achievement Standards
100	Pass Junior American Red Cross Life Saving Test
100	Attain Health Standard and Blue Ribbon which is Sponsored by the Kentucky State Health Department†

Under this arrangement it is possible for a team member to earn 1500 points. The club decided that all members earning a total of 1000 points should be awarded a monogram. The team having the greatest number of points was awarded a banner which was to be exhibited in the assembly hall.

The program has become so popular and successful that the regular physical education program had to be conditioned and changed so as to augment this intramural program. Regular physical education periods are now utilized to teach the skills which coincide with the seasonal activities participated in by the club members.

The cost is not exorbitant and comparatively little equipment is needed when one considers the participation involved. This program can be adjusted to meet the needs of the small or large high school.

The club members are exposed to at least ten or twelve different sports during the course of a year. They not only participate but gain an appreciation of these games which will no doubt influence the selection of leisure time activities later on and make them better spectators because of thorough knowledge of game rules. It has been our experience that these club members on entering college are better equipped than the average college student to take part in a well-rounded and advanced program of physical education activities.

Thomas E. McDonough
EASTERN KENTUCKY STATE TEACHERS COLLEGE, RICHMOND

*Information concerning the National Physical Achievement Standards may be secured from National Recreation Association, 315 Fourth Avenue, New York City.

†This standard requires a full physical examination by the school physician and a check-up at the end of the school year. The Blue Ribbon is awarded by the State Board of Health through the Local County Health Unit.

Football Injury Fund

THE present football injury fund at Roselle Park High School (New Jersey) was an outgrowth of the realization on the part of the high school authorities that the average parent is rarely financially prepared to meet an emergency which occurs through football.

Appreciating the position of the parent, the school authorities made a study of the available insurance plans. After a study of these plans, it was decided to have a meeting with the fathers of all football boys so a thorough understanding and discussion of various plans might be effected. This meeting was held, and the fathers agreed with the school authorities that we might set up our own insurance plan and thus have the benefit of lower rates, if after years lower rates seemed advisable. The parents fully appreciated that the amount of money first stipulated was not necessarily actuarially sound.

It was decided that we would charge each candidate for football a sum of $2.50 which was to be matched by an equal sum from the Athletic Association treasury. It was further decided that all bills incurred during the football season were to be accumulated, and, if possible, all bills cared for 100 per cent without resorting to financial aid from the parents. It was thoroughly understood by the parents that were the bills to amount to more than was then in the injury fund treasury that all participants were to share proportionately to the amount incurred by the individual injury. For example, if we had collected $200 the first year and the bills had amounted to $300, each participant who had incurred an injury would have two-thirds of the total bill paid, the other third, of necessity, to be paid by the parents. It is well to note that since the organization of this fund, we have never had to resort to the fractional payments.

The injury fund actually started in June 1934 when the graduating class of that year made a contribution, knowing the intention of school authorities and parents in working out such a fund. To date, we have been fortunate in that funds expended for injuries have not approached the total amount in the fund.

It is our dream that some day we will be in a financial position to set up a reserve, the interest from which will care for the participants' original payment and at the same time will establish a reserve which, if need be, could be used to care for the

unusual injuries mentioned above. It might be well at this time to add that the workability of such a fund is only possible through the cooperation of local doctors. We are fortunate in having our local school physician in attendance at all games, whose service is without cost for that day. In addition to our school physician, a local osteopath with X-ray equipment, and a local dentist, both graduates of our institution, are ready at all times to cooperate in keeping our boys in condition and are appreciative of unnecessary expenditures. Because of the interest of the school physician, the bills have been very moderate. We feel such a fund would be impossible at this ridiculously low base, $5.00, were it not for the cooperation of these doctors.

The school authorities at this institution fully appreciate that this fund may not be all we had originally hoped, but certainly, to date, we have found it sound and beneficial. Time alone will show its true value.

G. H. Brown
PRINCIPAL, ROSELLE PARK HIGH SCHOOL
ROSELLE PARK, NEW JERSEY

Sigma Delta Psi As An Intramural Activity

THE very nature of Sigma Delt Psi, and the history of its presentation to the many colleges now holding charters, proves that it is admirably adapted to the college intramural program. The nature of Sigma Delta Psi may also be responsible for the fact that there is not now a chapter at every college and university in the country. The great detail and time necessary for the passing of a single individual, as compared with the possible use of the same amount of time and patience in the regular intramural program, tends to discourage some who might otherwise sponsor this organization at their institution. The present practice of allowing reliable student leaders or part-time assistants to check the perfomance of those attempting to qualify, is one answer to the above difficulty. Since this has been done at Purdue University the results have been very favorable indeed, and I do not think the standard of performance is in any way reduced.

The tests that now constitute the requirements for Sigma Delta Psi have come to us as a result of frequent, but always long considered changes. These changes have always pointed toward an all-around athletic ability, with the result that an individual who is now able to pass all of the tests is truly a man of unusual ability. The key of Sigma Delta Psi is a badge of distinction.

Since the conception of this organization in 1912 the key has stamped the wearer as an all-around athlete of marked ability. Many of us feel that there is too much specialization in the field of sport for the long-time welfare of our students. In the case of some of our college athletes, Sigma Delta Psi opens the door to new interests. Swimming may have been entirely neglected by a star athlete and his introduction to swimming through Sigma Delta Psi has been of lasting benefit to him. There is some valuable lesson to the star athlete who must buckle down and actually train to prepare himself to pass one or more of these tests, which are in lines other than his specialty.

Experience has shown that the intramural director is the logical man in most institutions to promote the activities of this organization. He is usually compelled, however, to confine his activity to that of supervision rather than administration of tests. The most workable procedure therefore is, in my opinion, a well organized student group. Build up a permanent student organization that will carry on from year to year, under the constant supervision of whoever accepts the responsibility, the faculty patron. In some institutions opportunity is given to train for, even pass the tests, at required physical education hours. In most institutions where great numbers have qualified for membership one finds an intramural point system so designed as to give recognition in the form of points to an organization whose members qualify for Sigma Delta Psi. It is in this way put on a competitive basis, each organization detailing men to pass the tests that they may collect as many points as their rival organizations.

M. L. Clevett
DIRECTOR OF INTRAMURAL SPORTS
PURDUE UNIVERSITY

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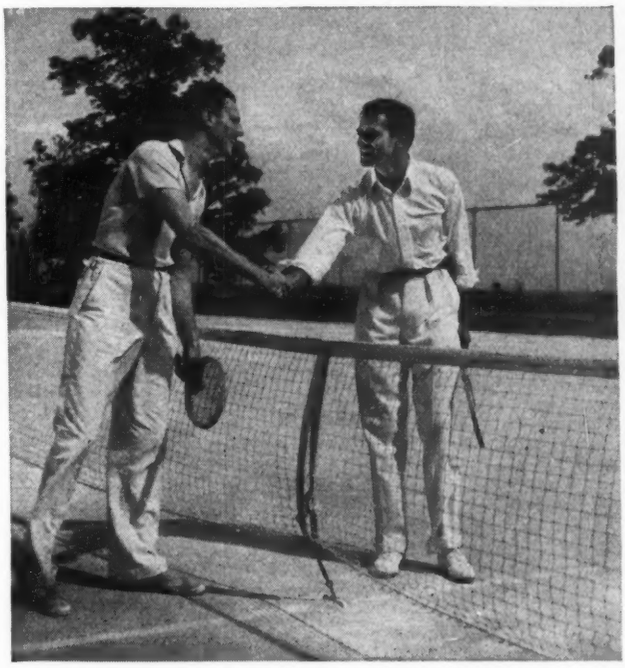

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ILLINOIS

Clifford E. Horton

Professor G. T. Stafford of the University of Illinois staff will be in charge of the new graduate school of physical education at Purdue University this summer.

C. O. Jackson, assistant professor of physical education, and W. W. Brown, associate in physical education, will leave early in June to enroll for the summer at New York University in advanced courses in physical education.

Phoebe Ann Kirby is setting up a state committee for the Women's Division of the National Amateur Athletic Federation. Members of the committee will be teachers in service within the state.

Leslie Murray of Camp Point put on the first annual gym circus to be held at the high school on Friday, April 23. Johnny Murdock of Chicago Heights reports another circus in progress at his school. Louis Mounts at Long Point High School; William T. Muhl of the Enos School at Springfield; and Lloyd Fricke of Heyworth High School all report circuses as a part of this year's program.

Villa Grove has recently completed a new Community Recreation Center to be operated under the direction of the School Board. They plan to introduce a broad program of community recreation under the direction of the supervising principal. We understand that Newman and Tuscola are also considering the erection of a community recreation building through the town council. All of this indicates a growing interest on the part of many of our small communities in the possibilites of a recreational program.

Following the initial meeting in December, the committee representing the five state teachers colleges and the University of Illinois met for the purpose of organizing the next steps to be taken toward securing a State Supervisor of Physical Education, and drawing up a list of recommended physical education activities suitable for schools having limited facilities and equipment. A committee was appointed to represent the group in a meeting with Superintendent Wieland to discuss progress in the physical education curriculum.

INDIANA

Ben W. Miller

New officers for the I.P.E.A. for 1937-38 are: President, Lloyd L. Messersmith, DePauw University, Greencastle; Vice-President, Marcia Snow, Wabash; Secretary, Maryon Welch, Crawfordsville; Treasurer, Charles Murphy, Winchester. The new Executive Committee is composed of: Dorothy Patterson, Logansport; Frank Stafford, State Department, Indianapolis; Ben W. Miller, Indiana University, Bloomington; and Ruth Kelley, ex-officio, Burris School, Muncie.

Indiana was represented for the first time this year at the pre-convention session on April 20 of the National Society of State Directors of Physical and Health Education. Frank Stafford, assistant Chief of our new Bureau of Physical and Health Education of the Indiana State Board of Health, attended the sessions in New York City, April 19 to 24, as our representative.

The Spring Convention of the Indiana Physical Education Association was held at Greencastle, April 17. Many commented that the atmosphere was one similar to our Mid-West Convention held in Cincinnati.

Dr. Oliver Green, State Department of Health, outlined in detail the new setup under the Social Security Act for the hospitalization and treatment of crippled children in Indiana.

Mrs. Clotilde Patton Sanguinet, Director of School Health Education, Indiana Tuberculosis Association, outlined the problems confronting the teachers—discovering, meeting, and solving them.

Associate editors selected for the "News Letter" are: Agnes McConnell, Evansville; Regine Frank, Muncie; Fannie Middleton, Scottsburg; Elizabeth Zehner, Elkhart; Reuben Behlmer, Indianapolis; and Homer Allen, Lafayette.

Mr. M. L. Clevett, Purdue University, West Lafayette, Indiana, is national secretary-treasurer of Sigma Delta Psi, national honorary athletic fraternity, founded at Indiana University in 1912. He is directing the national championships in twelve events from May 1 to May 15 to celebrate the twenty-fifth anniversary of the society. Five hundred colleges in the United States and Canada were invited to participate in the four types of championships.

Grace Stafford, Gary, will teach at the University of Iowa this summer.

Mr. R. R. Schreiber, Normal College of the American Gymnastic Union, Indianapolis, was recently elected Grand Secretary-Editor of Phi Epsilon Kappa, national professional physical education fraternity.

MICHIGAN

R. J. McMurray

In the promotion of rhythmic activity in Saginaw Schools, it is found important that there be no break in the rhythm program at certain grade levels. Boys like rhythmic work as well as girls if it is presented to them through some background of interest. The necessity of being graceful in athletics provides a very fine approach.

Many school baseball teams and coaches throughout the state are assisting the Junior American Legion Baseball League in promoting baseball for boys during summer vacation. Every junior and senior high school baseball player is a potential Junior American Legion League player as soon as school finishes in the spring. This provides a fine summer activity under good amateur league rules for boys who like baseball.

Volleyball is fast becoming the most popular girls' sport in our junior high schools and high schools. With special sets of rules this sport provides activity for large numbers in wholesome recreation and in team competition.

Northwest District ✣ ✣ Association News

President—Percy Clapp, Moscow, Idaho.
1st Vice-President—Madeline Larsen, LaGrande, Ore.
2nd Vice-President—Christian Brocar, Spokane, Wash.
Sec.-Treas.—Helen G. Smith, Pullman, Washington.

In Memoriam

Robert Krohn

After 44 years of unselfish service Portland, Oregon, has lost one of its most beloved men. The children will miss the friendly visits of Mr. Krohn. Probably no one was ever welcomed more gaily than he on his visits to the schools. Children of all ages felt him to be a friend who entered into the spirit of their fun, and was always a comrade as well as a leader. His sympathetic understanding and helpfulness, his high ideals and his remarkable personality endeared him to all who were privileged to work with him. We shall feel deeply the loss of his kindly direction, but his splendid spirit shall always remain as an inspiration to those whose good fortune it was to have been trained by this able and kindly man.—*Submitted by Mary Jane Duke, Secretary, Portland Physical Education Association.*

News from the Dance Section

Charlotte G. MacEwan

A dance club has been formed at Bowling Green State University, which hopes to acquaint the student body with modern dance by holding open discussion and demonstration sessions.

On February 13, Anne Schley Duggan and the modern dance group of Texas State College for Women presented a lecture-demonstration in Dallas before a large group of teachers, supervisors, and principals.

On March 4, the modern dance recital previously presented by the University of Washington Dance Group was repeated for the delegates of the Northwest District Association Convention. An interesting innovation was the staging of the dancing in the center of the large studio, with elevated seats for the audience arranged in a circle. Lighting from above intensified the dimensional aspects of the dance patterns.

Alice Gates of Rockford College, Illinois, presented a demonstration of dancing on February 20.

On February 26 Orchesis of Northwestern University and Agnes Jones, Director, presented a lecture-demonstration and program at the Deerfield Shields High School, Highland Park, Illinois, and at the Elgin High School, Elgin, Illinois, on March 1. This group also performed in the Waa-Mu show, annual college musical production, March 16-20.

Evelyn Davis of Washington, D. C., gave a very interesting and dynamic program for the Progressive Education Association in Glencoe, Illinois, on March 8.

Selena Knight of Antioch College, Yellow Springs, Ohio, sends word of the first attempt made to get the colleges of Southwestern Ohio together for the purpose of dancing. On February 15, Antioch College was hostess to the dancers of four neighboring colleges at an informal dance night. About forty students and faculty from Wittenburg, Wilberforce, Western, and Miami Colleges participated in the class taught by Margery Schneider, dancer and teacher of Cleveland and Oberlin.

Juniors and seniors of Sargent College of Boston University have formed a dance club composed of forty-five members under the direction of Pauline Chellis.

On March 20, the Harvard University Teachers' Association presented Pauline Chellis and her dance group in a lecture-demonstration to exemplify aesthetics in modern education. Miss Chellis and her group were also presented in lecture-demonstration and recital at the State Teachers College in Framingham, Massachusetts, and at the Intercollegiate Conference of New England Colleges held at the University of New Hampshire February 20.

Under the direction of Marion Knighton Bryan, the Dance Club of Sarah Lawrence College gave a demonstration February 16 of techniques and devices used for composition. The program also included a group of post-war romantic dances.

Various summer schools of the dance are announcing their plans for the 1937 season. Bennington School of the Dance, the University of Wisconsin and the University of Washington are among those offering special courses in dance.

The Dance Section at the Pomona College meeting of the Western Society of College Directors of Departments of Physical Education planned for its topic "Dance Objectives for the College Level." The panel led by Margaret Jewell of San Jose State College included Eva Seen of Oregon State College, Elizabeth Schon of Santa Barbara State College, Mary Jane Hungerford of the University of Southern California, and Martha B. Deane of the University of California at Los Angeles.

At the University of Oregon, the Master Dance Group, under the direction of Faye Knox, is working on a spring recital. The themes chosen for the dances "reflect contemporary life from the student's point of view." The group is also working on a longer dance based on Gershwin's "American in Paris."

San Francisco State College is fast becoming a dance center in that city. On May 23 they will offer the Sunday afternoon half-hour at the San Francisco Museum of Art, and are planning a High School Symposium to be held on May 8. Last semester, they held an evening of dance for all the members of their "Fundamentals of Dance" classes. About 150 girls attended, and presented techniques and demonstrations.

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Southern District Association News

President—Alfreda Mosscrop, Alabama College
President-Elect—Thomas E. McDonough, Eastern State Teachers College, Richmond, Ky.
Vice-President—J. Lewis Cook, Hoke Smith High School, Atlanta.
Secretary—Mrs. Helen Corrubia, Public Schools, Tulsa.
Treasurer—G. L. Hermance, The Rice Institute, Houston.

ALABAMA

Blanche Chapman

On March 5 and 6 representatives of the Women's Athletic Associations of the various colleges in Alabama met at Huntingdon College, Montgomery, for the fifth annual conference of the state A.F.C.W. Marguerite Schwartz, National Secretary of the A.F.C.W., was the principal speaker. Jessie R. Garrison, State Director, also spoke. Colleges represented included the University of Alabama, Auburn, Judson, Howard, Alabama, Huntingdon College, Jacksonville State Teachers College, and Troy State Teachers College.

Early in March J. E. Rogers spent several days in Alabama. While in the state he spoke in Mobile and Birmingham, at Huntingdon College in Montgomery, at the University of Alabama, and at Alabama College.

KENTUCKY

A conference was held at the University of Kentucky April 10 for the purpose of forming a federation of Women's Athletic Associations in the colleges and universities of Kentucky. Seven schools were represented and a constitution was adopted and officers for the state federation were elected. Delegates came from Georgetown College, Georgetown; University of Louisville, Louisville; Centre College, Danville; Asbury College, Wilmore; Morehead State Teachers Colege, Morehead; Transylvania College, Lexington, and the University of Kentucky. Sarah G. Blanding, Dean of Women and former instructor in the physical education department of the University, was the guest speaker at a luncheon for the delegates and friends. Officers for the coming year are: President, Jane Welch, University of Kentucky; Vice-President, Mary Phillips, Georgetown College; Secretary-Treasurer, Mary Bradshaw, University of Louisville.

The Conference has accepted the invitation of the W.A.A. at Morehead for their meeting in 1938.

NORTH CAROLINA

Christine White

Elmer D. Burke, Director of Physical Education in the Durham Public Schools, presided at the meeting of the Physical Education Section of the North Carolina Education Association.

The main features of the program were talks by Olive Brown of the Senior High School in Durham and by Kathryne Miller of the E. K. Powe School, Durham.

Miss Brown discussed the requisites of a good physical education program for the large high school, emphasizing the need of well-trained teachers of physical education and a well-balanced program for all with carry-over value. Miss Miller spoke concerning physical education in the elementary schools, bringing out the importance of self-testing activities and corrective work.

The following officers were elected for next year: President, Christine White, Woman's College of the University of North Carolina, Greensboro; Vice-President, C. W. Porter, High School, Lenoir; Secretary, Floyd Siewert, University of North Carolina, Chapel Hill.

Program chairmen for the 1938 meeting are as follows: "College Men," Carl Voyles, Duke University, Durham; "College Women," Kathryn Royster, Catawba College, Salisbury; "Public Schools," Margaret Moore, Central High School, Charlotte.

Eastern District Association News

President—Dr. Hiram A. Jones, Albany, New York.
Past President—Franklin J. Gray, Springfield, Massachusetts.
Vice-President—Loretta Ryan, New York City.
Secretary-Treasurer—Grace E. Jones, Summit, New Jersey.

NEW JERSEY

The Department of Physical Education at New Jersey College for Women, with the advice and assistance of some neighboring teachers, and of the State Division of Health, Safety, and Physical Education, offered a May Sports Session and Round Table Conference on physical education from May 17 through the 27th. The topics for the three Round Table Conferences were: "Problems of Supervision," "The Teaching of Rhythmics," and "Physical Education in the Integrated School Program."

Announcement of its summer courses in health education for 1937 was recently made by the Division of Health, Safety, and Physical Education. These courses are conducted annually by Lula P. Dilworth, Associate in Health Education.

Dean Partch of the School of Education, Rutgers University, recently announced that Dr. Allen G. Ireland will conduct an extension course at the University starting in September. The course title is "The Organization and Administration of Health, Safety, and Physical Education in Public Schools."

NEW YORK

The Southeastern District Association opened its series of district meetings with an all-day program at Yonkers early this year. Through the cooperation of Dr. Richard Hayes, Director of Health and Physical Education in Yonkers, the Yonkers public schools were opened to visitation, and visitors were provided with a list of schools showing the type of activity carried on and giving directions for reaching each school. At the close of the school program, the following four discussion meetings were held at the Saunders Trades School:

Elementary school dance demonstration for small platform use. Leader, Bonnie Halpin of Yonkers.

Adapting sport and game skills to intramural programs. Methods of measuring, scoring, and recording. Leader, Helen Gault of Port Chester.

Adapting athletic games and sport skills to the regular class program. Methods of organization, pentathlon procedures. Leader, Daniel H. G. Matthaei of Bronxville.

Diagnostic basketball clinic. Leader, Mr. Leslie E. Beck of Yonkers.

PENNSYLVANIA

A Pennsylvania Rally was held by the National Amateur Athletic Federation, Women's Division, on April 10, 1937 at the State Teachers College, West Chester. The theme for the meeting was "Broadening the Girls' Athletic Opportunities."

The program, open to all people interested, was as follows:

10:00-10:45 A.M. Demonstration of badminton, paddle tennis, shuffleboard, table tennis, bowling, hand tennis with a regular class of forty-five freshman girls in the secondary curriculum. Instructor: Eleanore Aldworth, State Teachers College, West Chester.

11:00 A.M.-12:15 P.M. Consideration of the theme of the day with speakers and informal discussion of each one's point of view.

Chairman and Discussion Leader: Dorothy K. Landis, Cedar Crest College, Allentown, Co-Chairman, State Committee of N.A.A.F. Elizabeth McHose, Director of Physical Education for Girls, Senior High School, Reading; Luther D. Grossman, Assistant State Supervisor, Division of Education and Recreation, Works Progress Administration; Edith M. Gates, Chairman of Executive Committee of N.A.A.F. and Director of Health Education, National Board of Y.W.C.A. Esther Henderson, Lebanon Valley College, Annville, Co-Chairman State Committee of N.A.A.F.

12:30 P.M. Luncheon.

Women's Athletic Section News

Amy R. Howland

A large and enthusiastic group attended the meetings of the National Section on Women's Athletics held in New York City in April. Reports of the work of the different committees were given. The report of the Standards Committee was favorably received and there was a large demand for the new publication "Standards in Athletics for Girls and Women." Copies may be secured from the American Physical Education Association, Ann Arbor, Mich.

New officers elected by the Section are: Vice-Chairman, Donnie Cotteral, State Teachers College, Denton, Texas; Treasurer, Emily P. McKinnon, Miss Sayward's School, Overbrook, Penn., Secretary, Iris Boulton, New Trier High School, Winnetka, Ill.

Alice Frymir, 511 West 113th Street, New York City, is the new Business Manager for the *Service Bulletin*. The Editor for the year 1937-38 is Maizie Scanlan, Supervisor of Physical Education, Atlantic City, New Jersey. A larger *Service Bulletin* is planned for the coming year. Advance subscription orders are being accepted now.

Do you know that special publications of the W.A.S. are now ready and that the list includes: *The Doctor Answers Some Practical Questions* by Dr. Margaret Bell, *Games for Large Groups* compiled by the Committee on Content (rules and diagrams for 14 original games), *Co-educational Play in the High School,* a study of activities suitable for mixed groups, and *Bibliography on Sports* compiled by the Research Committee? These publications may be secured from the American Physical Education Association office. Ready soon will be the *Bibliography on Tests,* also compiled by the Research Committee.

In June a revised issue of the Athletic Handbook will be ready. This guide will hereafter be known as the "Handbook on Games," No. 115R. Included will be recreational games, active sports for small spaces, games for large groups, games for the handicapped, inexpensive and home-made equipment, and track and field. The baseball and volleyball guides are now combined in one book, No. 121R. The individual sports rule book No. 129R is also ready now and includes archery, golf, riding, and tennis.

Alice Schriver, W.A.S. State Representative for Missouri, arranged for a joint meeting this spring of the various state organizations interested in the problems involved in girls' athletics. The N.A.A.F., the Basketball Committee, and the W.A.S. all sent representatives to the joint conference held in Columbia. Fifteen of the sixteen members of the W.A.S. state committee were present and reported on the outstanding problems they had observed in their local situation. As many of the members of this committee serve on the other committees also, this symposium served to emphasize the problems observed by other organizations. Attention was called to many deficiencies, such as: men coaches for girls' teams, two- or three-day tournaments, failure to use girls' W.A.S. rule books, the lack of trained leadership in elementary schools and in the community, and overemphasis on basketball with consequent lack of other sports and games in the curriculum. Summarizing the discussion that took place, Miss Schriver stated that the outstanding problem is the need for education of the public, teachers in training, untrained teachers who have to teach physical education as well as other subjects, and "keeping ourselves up-to-date."

The Section announces that it has terminated the arrangement with the *Sportswoman* magazine whereby subscriptions might be sent in on a special blank enclosed in the Athletic Guides. Subscribers are hereby notified that the agreement has been terminated and that the special subscription blanks should no longer be used.—*Elinor M. Schroeder, Chairman, N.S.W.A.*

Central District Association News

President—A. O. Anderson, St. Louis, Missouri.
President-Elect—Elizabeth Halsey, Iowa City, Iowa.
Vice-President—Willard N. Greim, Denver, Colo.
Secretary-Treasurer—L. P. Washburn, Manhattan, Kan.

COLORADO

Elizabeth C. Forbes

Field days, playdays, May Day programs, a circus, and softball tournaments are the scheduled events in both public schools and the colleges. The W.A.A. of the University of Colorado held a playday for eight women's colleges of the state and Wyoming on Saturday, May 1. A Water Circus was presented by the women of Colorado State College of Education at Greeley the nights of April 21, 22, 23. An Orchesis recital was given May 19 by a group of young women at the University of Colorado, Boulder.

About twenty-five high schools were represented at the Annual Girls Athletic Association Conference held at the University of Colorado, May 7 and 8. Nearly two hundred girls attended the meetings and took part in the discussions and recreational activities which had been arranged for their instruction and entertainment. Each year finds the number of G.A.A.'s increasing throughout the state.

The Denver playgrounds will open June 12 for the full summer season. There will be forty-eight public and school playgrounds manned by a staff of sixty workers. The WPA will again supplement this work.

Pueblo public schools have been active in showing the public the activities of the physical education departments. A circus in March was followed by other programs which were well attended by parents and friends. Many pupils took part in a County Square Dance Contest under the auspices of the Pueblo Recreation Association. Fifteen hundred visitors witnessed this contest.

KANSAS

L. P. Washburn

The Kansas State Women's Athletic Association was hostess to 16 Kansas high schools at a Canine Playday, May 8. One hundred and sixty-five high school girls attended. The group was divided into eight teams, using different types of dogs for names, and stayed in these teams throughout the day while participating in the following program: 9:00-9:30, registration; 9:30-10:00, mixing games; 10:00-11:00, team sports—tenniquoits, volleyball, baseball; 11:00-12:00, worked out original stunts for luncheon—group picture taken; 12:-1:00, luncheon; 1:00-2:00, tour of campus; 2:00-2:30, posture contest; 2:30-3:30, swimming, tennis, and recreational sports; 3:30-4.30, tea.

Junction City was the scene, on April 14, of a county wide "All Schools Day" for the rural schools of Geary County. In the morning, a two-hour program was held for the students and their parents under the direction of Josephine Young. In the afternoon, Henry Shenk was in charge of a field and track meet for both boys and girls. There were two classes for boys and two for girls, the dividing weight being 86 pounds. Events included were the 50- and 100-yard dash; broad and high jump; hop, step, and jump; flag race; relay race; tug-of-war, and three-legged race.

MINNESOTA

A. F. Brainerd

The people interested in the field of health and physical education will be fortunate in having the services of Dr. Frank S. Lloyd, Professor of Education in New York University, as a guest speaker at the district M.E.A. meetings October 21 and 22. Dr. Lloyd will speak before the general meeting and also before special

groups at the Southwest Section meeting and also at the Central Section meeting.

On April 15 the Minneapolis and St. Paul sections of the M.P.E.A. held a joint meeting in Shevlin Hall on the campus of the University of Minnesota. The turn-out for the meeting was large, almost a hundred physical educators from the Twin Cities being present. The main purpose of the meeting was the presentation of the reports on the Denver Convention.

In addition there were a dinner, social dancing, and bridge which were planned by Esther Hain, President of the St. Paul section.

MISSOURI

Marian Bernard

A very interesting meeting of physical education teachers from the Cape Girardeau District was held in conjunction with the annual playday sponsored by the Teachers College. Miss Koetting, director at the college, has been making consistent efforts to arouse that section in order that their district meetings will prove more successful. Helen Manley, the state president, led the discussion.

Recently Mr. Adams of the state department called a meeting of leaders in physical education throughout the various sections of the state. The group met to discuss plans for the compiling of a new course of study for physical education in secondary schools. An elementary study is already under way.

University City sponsored a playday for St. Louis County High Schools on Saturday, May 8. It was a "nautical" day from 10:00 until 3:00 o'clock with the "U" Club acting as hostess.

The last regular meeting of the St. Louis Physical Education Club was held on May 13 at the Town Club. Reports were given by various members of the club who had attended the district and national conventions.

Southwest District ✣ ✣ Association News

President—C. W. Davis, Berkeley, California.
Vice-President—Wilma Jeppson, Brigham Young University.
Sec'y-Treasurer—Catherine Worthingham, San Jose State College.

ARIZONA

Ina Gittings

The Girl Scouts of Tucson held a May Day Rally on the women's athletic field, University of Arizona. Twelve troops of one hundred fifty girls had games and May dances. The activities were in charge of the physical education majors of the University of Arizona.

The Annual Greenway Field Day was held in Phoenix, Arizona, April 23 and 24. This is an athletic event for boys and girls of elementary, high school, and college age. There are also open events in field and track, and a tennis tournament. Thousands enter each year from the Phoenix locality and different districts of the state.

The Annual University Week track, field, and tennis meet for high school boys and girls, State of Arizona, was held on the University Campus, May 8. The participants entered were the winners of similar meets in the four districts of the state.

The University of Arizona conducted a Gymkhana for the women's equitation classes May 1, on the new Polo Field. This year for the first time Riding Academies near Tucson entered their horses and pupils.

CALIFORNIA

Louise S. Cobb

Eleven members of the Southwest District attended the national convention of the American Physical Education Association in New York City. They were as follows: Louise Cobb, Frederick W. Cozens, Hazel Cubberley, Chas. W. Davis, Dudley De Groot, Edith Hyde, Wm. Ralph LaPorte, Bernice Moss (Utah), N. P. Neilson, Eugene Nixon, W. H. Orion. The three California women also attended the pre-convention meetings of the National Association of Directors of Physical Education for College Women.

The spring meeting of the North Central Unit of the California Association of Health, Physical Education, and Recreation was held at Chico State College on the evening of May 7. In addition to reports from the annual state meeting, plans were discussed for the complete organization of the state association in the Sacramento Valley and mountain area about it.

On Saturday, May 8, the Department of Physical Education for Women at Stanford acted as hostess to the Girls' Interscholastic Tennis Association of Northern California. Over four hundred students from private schools in the Bay region participated in tennis, badminton, volleyball, baseball, and swimming.

May Day was appropriately celebrated all day by 275 high school girls of Humboldt County at a Playday given by the Eureka Junior and Senior High Schools. There were demonstrations of archery, aerial darts, golf, may-pole dancers, tumbling, gymnastics and volleyball. Tetherball was one of the most popular activities, eight tetherball poles used throughout the day.

Humboldt State College held its second successful Mixed Playday sponsored by the W.A.A., on April 22 from 4:00 to 7:30 P.M. Over 50 per cent of the student body participated with an almost equal number of men and women. The activities before supper were folk dancing, novelty relays, volleyball, circle games, and guessing games. Social dancing came after supper. The enthusiasm of all the students and faculty assures the continuance of a Mixed Playday as an annual college event.

NEW MEXICO

Pauline Gabriel

Wm. Ralph LaPorte, Head of the Department of Physical Education at the University of Southern California, Los Angeles, was a guest and main speaker at a faculty dinner held at the University of New Mexico on April 27. Mr. LaPorte's topic was a discussion of the recently published report of his committee's work of the American Physical Education Association, which was given at the national meeting in New York. Following his talk an informal discussion was held on physical education subjects.

The second College Women's Sport Day was held at the University of New Mexico on Saturday, April 24. Schools represented were: Eastern New Mexico Junior College, State College, New Mexico Normal University, and the University of New Mexico. Fifteen girls from each school participated in baseball, volleyball, ping-pong, and archery. After the sports, a formal banquet was held in the University dining hall.

Mary Chesire, co-chairman of the Women's Division of the N.A.A.F. in New Mexico, recently sponsored a symposium on "Co-educational Recreation at the University of New Mexico."

UTAH

Bernice Moss

Advance notices from Utah's higher institutions ensure physical education directors a good opportunity for professional training within the state at summer schools. Application should be made directly to the various colleges for information about courses to be offered by resident and visiting instructors.

Four hundred girls from ten high schools in northern Utah and southern Idaho met for their annual Spring Playday at the Utah State Agricultural College in Logan on May Day. The event was sponsored by members of Phi Delta Pi, national physical education sorority. An interesting and varied program of activities was conducted and voted a huge success.

The University of Utah staged a similar event Saturday, May 8, for girls in the Salt Lake area. Several hundred girls were in attendance. The Women's Athletic Association and Women's Physical Education Department were in charge.

The annual Invitational Track Meet and Relay Carnival and Girls' Posture Parade were held at the Brigham Young University in Provo, April 23 and 24, under the general direction of C. J. Hart and Aline C. Smith. Approximately thirty-five hundred participants engaged in the various events. This annual affair sets a record for mass participation throughout the intermountain region.

It May Interest You to Know---

THE courses given by Dr. Frances Hellebrandt at the University of Wisconsin during the regular session and the summer session on the advanced physiology of exercise have attracted wide attention among physical educators.

* * *

WE have an apology to make. Credit for the illustrations used with Mr. C. J. Clapp's article, "Intramurals for the Small High School," in the May issue of the JOURNAL, should go to Mr. T. E. McDonough, Eastern State Teachers College, Richmond, Kentucky.

* * *

WORKING on a new dance technique for the past two years, Louis H. Chalif, Principal of the Chalif Normal School of Dancing, announces he is ready to introduce his innovation to his normal school classes this summer. The new form is founded on the order of the Russian Classical Ballet plus the best of the modern technique. Used with his private pupils this past winter, it has been accepted by them with enthusiasm. Mr. Cha'if invites any physical educators in New York, or visiting there this summer, to observe one of his classes, which he personally conducts every day from 10 to 11:30 A. M. at his studio in Steinway Hall.

* * *

ARTICLES of interest to our readers in current issues of other magazines include the following:

Athletic Journal, May—"Working with High Jumpers," L. N. Snyder; "Teaching Batting and Bunting," D. E. Jessee.

B. C. Teacher, April—"Individual Corrective Work in Physical Education," F. C. Corry.

Camping, May—"Setting Standards for the Summer Camp," H. S. Dimock.

Catholic School Journal, May—"Hysteria in Athletics," Brother U. H. Fleege; "Nutrition of the School Child," Sister Vincent de Paul.

Dance Digest, May—"Becoming a Dance Connoisseur," L. Marsh.

Journal of School Health, April—"Posture in the School," N. Mills.

Leisure, May—"The Professional and the Volunteer in Informal Education," H. B. Roberts; "Keeping Up with Your Hobby," E. Noyes.

Nation's Schools, May—"Youth Hostels: England and Germany," R. Cassidy.

Physiotherapy Review, May-June—"Relation of Muscle Control to Body Alignment," E. N. Duvall.

Recreation, May—"Something Old—Something New," J. H. Post.

The Science of Educating the Body

(Continued from Page 348)

times a second continuously for seventeen days and still the muscle continued faithfully to lift a 100 gram weight with each contraction.

With but a single breath a good sprinter can run about 100 meters at top speed. With the oxygen of a few extra breaths he can continue the same speed for 200 meters. Beyond this his speed drops quickly through the middle distances. Here his performance is limited largely by the amount of oxygen he can supply to his muscles. In the longer distances where muscles move more slowly the current oxygen intake is sufficient and one notices that the 25-mile run is made with an average speed only 15 per cent less than that of the 3-mile run. 100 meters is run entirely on the muscle's reserve energy.

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The other sprints and middle distances are a fight for oxygen. The long distances tax the carbohydrate fuel supplies of the entire body. Fat is burned with greater difficulty; and in this we see the value of a high carbohydrate diet for athletes.

Let us return to a more orderly analysis of endurance. Man can live weeks without food, about eleven days without water, but hardly a dozen minutes without oxygen. A ready and liberal supply of oxygen to all organs is most essential. Consciousness endures but a second or two after the brain is deprived of oxygen. The first step in securing oxygen is to breathe; but breathing ability is no measure of endurance. In fact, athletes with high endurance inhale less air than others. The most crucial function is the transport of oxygen from the lungs to the oxygen-craving muscles and nerve cells. This requires a powerful heart and an efficient system of arteries, capillaries and veins. I have already pointed out the importance of a large out-put of blood from the heart. Dr. Dill of Boston, who has made many tests in this field, finds that whereas athletes' hearts may pump enough blood to transport from three to a maximum of five liters of oxygen away from the lungs per minute, the average inactive person can take in only two liters, and a person with heart trouble a half liter or less. This means that the five liter absorber can do ten times as much work or endure ten times as long as the half-liter cardiac case.

Such extremely high oxygen intakes are possible for two reasons. In the first place, training especially in distance running, as has been so adequately demonstrated by the studies of Herxheimer here in Berlin, causes the heart to become larger and therefore able to handle more blood with each beat. (Of this I have already spoken.) The second reason discovered by Lindhard and by Collett and Liljestrand is a bit more involved. In a training period the vasomotor system somehow "learns" to send more blood through the active muscles and less through inactive parts. In the active muscles also there are many more capillaries open, nearly ten times as many as in rest. For these reasons then a larger part of the blood in a trained person comes in close contact with the muscles which need oxygen most. This results in more oxygen leaving the blood which therefore returns to the lungs even greedier than before to reload with oxygen. The same blood which carries the greater supplies of oxygen to the muscles returns with comparably increased loads of carbon dioxide to expel into the lungs. To carry this oxygen and carbon dioxide the blood must be well stocked with red corpuscles bearing hemoglobin. It takes 25 trillion of the former (25 billionen) and over a pound and a half (0.7 kgm.) of the latter. The average life of a corpuscle has been estimated at thirty days. In an athlete it is considerably less because corpuscles are broken up more quickly in the highly turbulent circulation of exercise. It is no wonder then that athletes have no more corpuscles or hemoglobin, as was so well shown by Thörner of Bonn, in spite of the fact that both Külbs of Cologne in 1912 and your speaker in 1932 found that there is more red bone marrow, the factory of red corpuscles, in dogs that have been subjected to strenuous training than in those raised in a life of leisure.

If for a brief moment the blood is unable to bring enough oxygen to the working muscle, immediately lactic acid will accumulate. Free lactic acid would cause the muscle to stop. To avoid this the lactic acid is temporarily neutralized by the buffers of blood and muscle.

It has been demonstrated in both German and American laboratories that training increases this buffering capacity of the athlete by about 10 per cent. Here we see another way in which physical training fits the body better to meet emergencies.

To endure the body must also lose heat. Normally this is no serious problem but at high temperatures it appears that the body must learn still another adjustment. Blood carries the heat generated in muscles to the skin where also the sweat glands are stimulated to greater activity. Evaporation of this perspiration takes heat from the skin and the blood coursing through it. Even at temperatures up to 122 degrees F. (50 degrees C.) it is possible for the body to "refrigerate" itself down to nearly body temperature. This takes a lot of perspiration and herein lies a danger. Sweat normally contains sodium chloride. With profuse sweating too much of this salt may be lost and this apparently leads to heart failure. It appears from observations made by Dill at Hoover Dam and by Lehmann at Dortmund that people who are accustomed to work at high temperatures learn to hold back the salt and perspire instead almost pure water.

There are still other factors which contribute to endurance such as the adrenal glands and the sympathetic nervous system reflexes which directly supply the skeletal muscles with sympathin which, like epinephrine as has been shown by Ascher of Switzerland, accelerates recovery processes in muscle. But I have already taken too much time.

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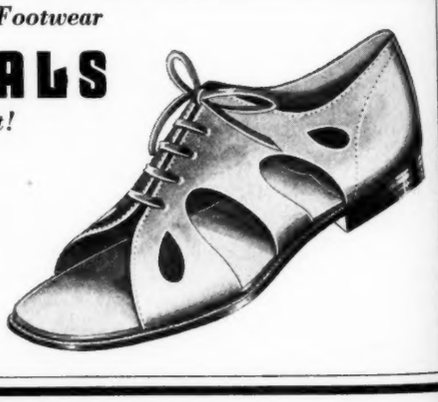

Permit me to summarize what I have tried to say by presenting a somewhat fantastic illustration. Shall we set for ourselves the task of developing a superathlete for the great Olympics of 2036 A.D.? Specifically let it be the task of producing a hurdler for the 400 M. distance. We know his type. He must be tall, fast and powerful with long legs. Because of the distance he must combine with this a high degree of endurance. What scientifically tested measures may we employ to produce this winner?

Fortunately we have a century in which to produce our man; but this is none too long. We will begin by searching for a man and a woman athlete each of whose family trees is richly hung with athletes, preferably runners of the kind we must produce. We will bring them together and mate their most athletic sons and daughters with others of their kind under rigid direction always favoring those whose body type resembles our goal. All of the boys born from this strain in the years from 2010 to 2016 A.D. will be most carefully examined, and the twenty giving the greatest promise of vitality, selected. Because they must be extra tall and long-legged we will administer moderate doses of the growth factor of the anterior portion of the pituitary gland in addition to giving them extra large doses of all of the then available vitamins. To make sure that the legs will be extra long we should discover also some way of depressing the sex stimulating factor of the pituitary so that adolescence may be delayed until the desired leg length is attained. From early boyhood we will condition them to face grandstands and impending contests without undue apprehension. They will be trained in distance running to develop an hypertrophied heart of slow beat, and in sprint running to induce hypertrophy of leg muscles. Running with a moderate extra weight fastened to their feet would hasten this building of leg strength. Of course there would be endless practice in the special coordinations of the 400 M. hurdles. Their form would be criticized from slow motion film of their own performance and by comparison with the world's best. Imagine the tryouts in which these twenty young men would finally gather on a June afternoon of 2036. Four heats and a final with five entries. The winner of this event would truly be the product of the science of physique eductaion. His success or failure would in fact tell us whether or not education of the body is a science.

I have dwelt perhaps too much on the education of the body for athletic events. I should have said more of educating a body to meet the battles of life and the vicissitudes of the everyday existence. To my mind the requirements of the two are not fundamentally different. At Los Angeles four years ago Dr. Diem emphasized the importance of skill, or dexterity as he called it, to assure citizens the ability to handle their bodies effectively in the avoidance of accidents in a modern age. America was terrifically jolted by the poor physical showing of the men it drafted for the World War. The jolt threw us into a physical education program the like of which we had never dreamed of. Last May there appeared the report of a physical education committee appointed by the British Medical Association to study British needs. This

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committee says "not less than 40 per cent of the population between the ages of 14 and 40 need, but do not participate adequately, if at all, in physical recreation or training. The results are only too evident in the defective physique of large sections of the population." There follow also excellent concrete suggestions for correcting the situation.

In the same sense, if a sound famliy tree covering at least three generations is needed to make an athlete, then it is just as much the legitimate right of every unborn child.

The strength, speed, and power which give to an athlete the thrill of body control and even victory can add just as much to the joy of effective living in the office, factory, and field.

Endurance which brings victory to the athlete in the final lap of a five kilometer run is kin to that which steadies the surgeon's hand in the tenth successive operation, maintains a research worker through endless nights of toil, or sustains a mother who at the close of a toil-racked day watches through the night at the bedside of a sick child.

Together the qualities of body which make a successful athlete, are also the foundations of a happy and successful people.

At Stuttgart, in 1933, Hitler, the leader of the German people, uttered my closing words which I have inadequately translated as follows:

In the third Reich not only knowledge but strength is recognized; and our highest ideal is that man of the future in whom a radiant spirit finds itself in a glorious body, to the end that men shall again find their way beyond money and worldly possessions to more idealistic riches.

The Sense of Feel in Golf

(Continued from Page 367)

or pivot. The higher levels of golf are open only to those who are eager, willing, and *able* to make the mental effort so essential to progress.

Experience has demonstrated that it is not possible to concentrate on one thing for any length of time and that great concentration over a long period produces mental fatigue. This mental fatigue, rather than muscular weariness, is likely to develop a blurred pattern in the mind of the beginner and contributes to a loss of accuracy in the game of the more skillful player. The pathways of the nervous system become tired long before the muscles exhibit any suggestion of exhaustion. Practice or play beyond this point is detrimental to future progress. Confidence is rapidly shattered by careless or faulty shots, and poor work resulting from fatigue makes continued effort unprofitable.

Golf requires an unnatural turn of the body with unusual emphasis laid on the left hand and this is an added factor in producing fatigue. In consideration of this, the teacher should attempt to adjust the length and extent of the lesson to the student's capacity for concentration.

Establishing confidence is also of vital importance—confidence, not only in the method of teaching, but confidence in the pupil's own ability to progress without constant supervision. This assurance can come only with the confident conviction that the golf swing, with all its amazing adjustments to terrain, weather, and physical condition, can be repeatedly reproduced in correct or good form. Back of the grooved swing built on sound fundamentals is the mental pattern of physical responses, which should constantly check the slightest deviation. To put it simply, the beginner learns to *think* the swing and does not depend solely on imitation.

Plan to Stimulate Body Mechanics

(Continued from Page 375)

1. Testing for the strength of muscles and the normal curvature of the back, strength of the abdomen, tilt of the hips, and contraction of the gluteal muscles.

A. The student, standing as in the "wall test," should be able, without changing his good posture, to touch the wall with the lower part of the back and prevent the examiner from sliding his hand into the space between the back and the wall.

B. The abdominal muscles should be contracted inward and upward, making them tense.

C. The pelvis should tilt forward and upward.

D. The gluteal muscles should be contracted so as to compress the buttocks.

2. The instructor should explain the ill effects of increased curvature of the back, weakened musculature, and incorrect forward tilt of the hips.

A. These mar the aesthetic appearance of the body.

B. They produce strain on and weakness of the muscles of the abdomen, lower part of the back, and hips.

C. They increase the susceptibility of the abdominal organs to:

(1) Organic trouble and ptosis.

(2) Constipation.

(3) They tend to cause obesity and weakness of muscles.

(4) They likewise tend to produce susceptibility to infections, arthritis and sciatica.

(5) They tend to cause incorrect alignment of other parts of the body.

Eighth Class.—

Feet and knees.

1. Testing for falling of the longitudinal arch of the foot.

A. Footprint (damp or ink method). The foot should be placed in some water or ink and the footprint will be left on a dry surface.

B. One should note whether or not one is able

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to slide the finger under the arch of the weight-bearing foot. Inability to do so means a lowered longitudinal arch.

C. One should note whether on visual examination the inner malleoli are on a lower level than the outer malleoli. (Such a condition indicates pronation of the feet.)

2. Testing for contraction of the Achilles tendons.

A. Pain or inability to place the whole heel on the ground while standing barefoot indicates a shortening of the tendon.

B. Inability to dorsiflex the foot past a right angle (also indicates shortening of the tendon).

3. Testing for flattening of the anterior arch.

4. Testing for pronated foot.

A. Position of the Achilles tendon and heel should be noted when the subject is standing (deflection of the tendon of Achilles to the outer side indicates pronation).

B. Appearance of the shoe should be noted. The heel is worn down on the inner side when the foot is pronated.

5. The strength of the muscles of the feet should be demonstrated.

6. The strength and contraction of the hamstring muscles of the knees should be determined by means of extension exercise.

7. The knees should be straight but not stiff. One should note presence or absence of knock knee, back knee, and bow legs with rotation or tibial torsion.

Ninth Class.—

1. The instructor should demonstrate how activities which keep the muscles in a flexed position will affect the appearance and strength of the body. He should point out the importance of changing the type of work or recreational activity so that muscles will be alternately flexed and extended. This will tend toward more equal development of the muscles and will produce better health.

2. The instructor should teach games and exercises which strengthen the extensor rather than the flexor muscles.

Tenth Class.—

Beauty of posture contest.

1. Outline method of voting.

A. All students in the class should take part. Groups of six or eight should walk before the rest of the class. While the group is turned away the class should vote. Hands should be raised to signify the student with the best posture. One student out of each group should be picked for the final judging; this also should be done by the class.

Additional program.—After all the lessons have been completed and the various tests carried out by the students, the remainder of the class periods can be devoted to individual instruction in corrective and preventive exercises. The instructor can talk with the individual who has some postural disorder, weakness, or deformity, and can present a program of exercises for him to do. The instructor should make periodic checks of the individuals who are taking corrective exercises and they should work on their special exercises while the rest of the class continues with the regular work. The instructor should cooperate with the school physician in correcting faulty posture. If an individual program cannot be carried out the instructor at least should notify the school doctor or the parents of the student and call their attention to the difficulty.

AN outline of postural training to be used in physical education classes is suggested. Such training should not take up much of the instructor's time or interfere

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with the regular class work. Various common postural defects are pointed out. These lessons are intended to take up only ten to fifteen minutes of the regular class time. The success or failure of the program will depend on the instructor's personality, his method of presentation, and especially, the degree of participation by the class. This course can be made enjoyable as well as educational to the student. It may be adapted to any classroom work, even in schools which have no other physical education program.

Swimming and Lifesaving Program

(Continued from Page 363)

while on duty, distance swimming should be restricted and under close supervision, and high diving should be discouraged. Facilities also limit high diving, which should never be allowed except under ideal conditions.

Early instruction in artificial respiration should be given, demonstrations and instruction in canoeing, boating, and lifesaving should be presented, and the buddy system should be inaugurated the first day in each camp period. A definite procedure to be used in case of accident should be worked out to include: "All-out" signal given to free counselors and guards and to clear the water, the sending of a boat patrol or throwing of a buoy from dock or float, nearest counselor to enter the water, diving or use of grappling irons or human chain if necessary, and resuscitation and first-aid treatment if necessary.

For swims away from camp, an adequate number of counselors and lifesavers must go along, the bottom, current, weeds, water, etc. should be examined at the hike site water front, there should be careful watching with a boat patrol if possible, and there should be a reasonable limitation of the length of the swim period.

These five divisions of the problem of water safety must be carefully provided for if the swimming instructor is to handle his charges efficiently and safely.

Motion Picture Sports for Women

(Continued from Page 377)

ulate individual practice. More footage needed on stroke analysis slow motion.

Tennis

Better Tennis. 1r, 16 si., prior 1927, rent $1.50, Mogull Brothers, 1944 Boston Road, New York.

William Tilden as instructor; and demonstration by Tilden and Helen Wills Moody showing service, and difficult strokes. Slow motion of footwork, forehand, and service. Film in poor condition, therefore, not recommended.

Tennis. 6r, 9 to 12 min. each, 16 sd., 35 sd., 1934, rent or sale apply Gaumont British, 1600 Broadway, New York, rent (16) $1.25 per reel; $25.00 6r.

English professional illustrates old straight swing style of tennis in reels, illustrating forehand in reel 1, backhand reel 2, service reel 3, volley and smash reel 4. Separate excellent reels of Dorothy Round and H. W. Austin demonstrating all strokes. Some slow motion; suspended action. Clips of Wimbledon matches give some opportunity to study court position. J.H., S.H., C.

Volleyball

Volleyball. 1r, 16 si., rent $1.50, 1933, Irma Pelz, Teachers College of Connecticut, New Haven, Connecticut.

Shows tournament of high school girls of Baltimore Public School Athletic League. Slight interest value to J.H., S.H. Film badly worn.

Miscellaneous

Polyrythmic Exercise. 425 ft., 16 si., n.f., rent $2.50, 25 min., 1936, E. W. Wilson, Los Angeles, California.

Titles and analysis follow specific lessons in "Teachers Guide in Secondary Physical Education." Some slow motion.

Form. 1r, 35 si., rent apply Wholesome Films, Inc., 48 Melrose Street, Boston.

Former champions show form in swimming, diving, golf, tennis, and high jump. Slight value for El. school where wish to encourage children to do a thing well. Historical record of champions.

Ball and Bat. 1r, 16 si., rent $1.00, Mogull Brothers, 1944 Boston Road, New York.

Selected actions from various games played with a ball and bat: handball, golf, baseball, cricket, tennis, hurling, and polo. Former prominent players in action. Interest value as historical survey, and birdseye view of sports which are national pastimes. Titles and newsreel clips out of date. Film badly worn.

Leisure Education and Recreation

(Continued from Page 344)

whether young or old, should be neglected in the programs which are being carried out within its walls.

Recently I happened to be in a large school after school hours. The principal said: "You know it is so difficult to get these children to leave the building when their classes dismiss. They want to stay for music, or the gymnasium, or the manual arts, and the like." Why should they not stay? is the question that should be raised. Why should the school think of its program as being limited to the school hours that have been traditionally set aside for this purpose? Those school hours were determined for a people who lived in a different social and economic order. Most of the children of today have little they can do at home. They see opportunity for self-improvement in the use of the facilities provided in the school. There should be every encouragement given to this group not only in the area of physical and health education, but in every other area of educational development.

STATE as well as local boards of education must conceive of education in broader terms than perhaps have been written on the statute books as yet. Meaningful living for adults as well as children of today can come only when the community makes provision therefor. *Leisure activities are educational activities if they are at all significant. There is no such thing as a leisure activity without educational import.* Broadening of the social, vocational, and avocational interests is a function of the school. It should be the privilege of the adult as well as of the child passing through the grades. It should be the obligation of the board of education to provide these opportunities, as is now being done in many a community, either through public funds used by the board of education, or through cooperation with other agencies working under the constructive leadership which will bring about the desired results.

The school should be a community center. Its doors should be open the year round as well as through the entire day. Its programs should invite and encourage all. The financing of the programs should be the common obligation of the citizens. If community education were to be thought of in these terms, happiness would be increased, delinquency certainly would be reduced, and living for the many would be made more meaningful. It is not clear how anyone can argue for public education in the more limited sense except as he believes in privileges for the few and in the denial of opportunity for the many.

Archery, Ideal Activity

(Continued from Page 371)

stomach Shakespeare? Give him Rushton's *Shakespeare an Archer* which contains enough he-man glorification of the bard to earn the respect of a healthy boy, and sufficient archery allusion to the plays and poems to whet his interest in them. Does he find the French reading text inane? (Heaven knows I did!) Try the simpler passages in *Archers d'autrefois, archers d'aujourd'hui,* by Henri Stein. I shouldn't really recommend *Zusammengesetzte und verstärkte Bogen* for the youngster wobbly in or inimical to that language. The Germans somehow haven't the knack of being light and enlightening in the same text. But a child will always make an effort to talk archery in another language—if for no other reason than discovering how one says, "The nocks of my bow need deepening." The boy who thinks poetry is something in petticoats and furbelows can renew his acquaintance with it painlessly via the Garland Cycle, Dodd's *Ballads of Archery* or even so simple but rollicking a thing as Conan Doyle's song of the yeomen in *The White Company* (which will delight him as a yarn of archer-adventure and knightly prowess).

There is always an approach ready to lighten the teacher's or parent's job. Archery interest in archery books leads to natural history, history, geography, fine arts, mathematics (geometry particularly), languages, physics, etc.

If we appear guilty, here, of straining the relation between ultimate objectives and the bow and arrow activity, let us trace a few of the connections, for a parting shot. Reminding you, of course, that the connections in the case of the random chosen project are nowise nearly so convincing.

Tales of military accomplishment with the bow are history, and the relation of geography to history is clear. Bows and arrows suggest other weapons and armor, heraldry, and painting and sculpture about them. From that to the architecture, costume, and household articles of various nations and periods—manners, customs, occupations and industries, etc.—is an easy step.

A study of bow woods can readily be made to yield elements of tree identification and distribution and wood technology, and so on to the nature of growth in vegetable and animal life, tree parasites, entomology, climate, and physiography. Through feathering arrows and the

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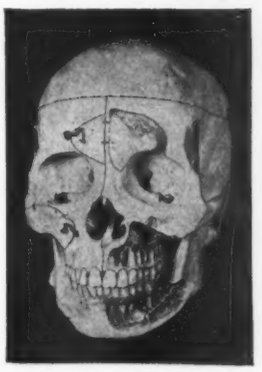

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choice of feathers the child can learn a little of bird structure and identification. Work with arrow heads and other archery findings will net some familiarity with metals and their treatment. Arrow and bow making call for precise measurement, use of the metric system and plenty of familiarity with geometric forms and relations. The same goes for leather work.

And when archery has fulfilled its purpose as a mere activity instrument, its value as a life-long hobby interest will begin—a sport that is safe and stimulating, which he can enjoy at any age, a study that will inculcate and keep alive an interest in books, a craft that provides an all year balance to an occupation or profession that will probably be sedentary.

In short, the ideal activity.

The German Youth Movement

(Continued from Page 354)

provided for those who wish to prepare their own meals.

The dining room is a light, attractive room with several good pictures on the walls, and has a piano. Two hundred and eighty persons can be seated at one time. The young people may eat in mixed groups if they so desire. Back of the building is a large open space with some tables where picnic suppers may be held.

A rather unusual provision is the dark room where the guests may develop their own pictures if they have an interest in photography. There are also recreation rooms within the building. All parts of the place are immaculately clean and orderly. At the time of the writer's visit to this Hostel, boys were preparing their evening meal in the private kitchen; a group of Hitler Youth was playing table games in the recreation room; others were in the garden in informal amusements. The only agitated person in the place was a young American girl running excitedly up and down the stairs in search of the shower room.

The price is thirty pfennig per person per night for those under twenty years; those over twenty years pay fifty pfennig, which is about twenty cents.

There is emphasis placed upon establishing a family feeling. All people, including the head, are told to use the term "Du" instead of "Sie" to give the atmosphere of home. On the outside of the building is the large sign "Haus der Jugend," and on the gate post of the yard is the insignia, which is a triangle on a square bearing the letters D.J.H. standing for "Deutsches Jugend Herberge."

There are Youth Hostels in every part of Germany. They are open to youth from foreign lands as well as those of Germany. Over 100,000 guests from other countries used this service in 1935, and no doubt still more in 1936, when the Olympic Games proved a strong incentive to all nationalities to visit Germany.

During the winter, school groups take turns using these Hostels for School Land Courses. The "Schulwanderung" are hiking trips of from one to three weeks in length taken by classes with their room teacher, while school is in session. In Hamburg alone, 320 classes took such trips during 1935. In Northern Germany, the School Land Courses of two, three, or four weeks duration are not limited to upper classes, but are open to elementary, high, and vocational schools. Besides staying at Hostels, there are homes provided called "Schullandheime" or School Land Homes.

The educational aim is to provide close contact with citizens and rural life. The child learns the customs, folklore, history, and geography of the district. He sees real life situations. From the "Handbuch der Landverbundene Jugend" a translation reads:

> So, we, the Hamburg teachers of the schools of the Third Reich, wish to do our duty. We wish to teach the young people who possess worthy personalities to develop into the best possible worthy citizens, who will experience the life of their country and will love their Fatherland from innermost hearts. For that we complete our school work through travel and camp.

The branches of the Youth Welfare Work which may be classed with the Youth Movement are the Day Colonies. These are held from May to October. The one visited by the writer is on the Elbe River and is called Moorwärder. Twelve-hundred children of elementary school age with their leaders from the Hitler Youth were transported by boat from Hamburg. On this particular morning at the boat landing, streams of children from seven to fourteen years of age, with their leaders, were seen marching in an orderly way up the gangplank and to their assigned places on board. It was decidedly a happy feeling to realize one was to be allowed to travel on the same boat to the same camp to spend the day with them.

They were a happy lot of children, with a natural curiosity about strangers, and anxious to converse if any of their number could speak English, or any of us could speak German. The interest was mutual, and through conversation with them, their leaders, and the head of the camp, many things were learned.

They go to camp each morning and return to Hamburg at six each evening, thus spending all day in the open air. Each group of children spends from one to two weeks at this camp. Each teacher has general supervision of 160 children. This number is subdivided into groups of 25, each having its own Youth Leader.

Boys from the Jungfolk group were trained as buglers who featured prominently on board. As the boat left Hamburg, they formed a line at the rail, snappily lifted the bannered bugles with all seriousness, and in perfect unison gave a fanfare which would do justice to a grown-up group. The same was repeated as the boat neared Moorwärder.

Upon landing, each group gathered at its own location on the play space. They indulged in games of various kinds. Some groups went for a swim, others erected tents on their plot. If the leader saw fit to have them cease play and sing or tell stories, they did so. There was a general spirit of cooperation. They are taught to be proud of good discipline.

The purpose of Moorwärder Day Colony as stated by the Head is to preserve health through recreation, and to teach cooperation through experience.

The entire Youth Movement of Germany is far reaching. No part of the country is neglected. The program is of a type that would make a strong appeal to youth. The principle of "Youth shall be led by Youth," and the fact that the leaders were first trained as followers has established an attitude of loyalty and companionship.

A recent report has come to our country that all youth would be compelled to belong to the Hitler Jugend. If this be true it is to be regretted. So long as the young folks followed the Nazi regime by choice, the feeling of loyalty was strong. So long as the desirable qualities observed in the summer of 1936 prevail one cannot help but wish well for the organization.

Physical Education and Therapy

(Continued from Page 351)

The fundamental skills needed later in life in vocations and in avocations are best developed before the child enters adolescence. Skill training should be stressed before adolescence and attention to physical and emotional development should be emphasized during adolescence. Physical education in high schools is now fairly well advanced, but skill training before the high school years has been neglected. We must have more creative physical education in our elementary schools, if we are to stop the growth of physical illiteracy in this machine age. The machine has thrust upon us a great amount of leisure time. To make good use of it we must widen our interests in many fields of activity, and education must develop the skills to pursue them with interest so that body, mind, and spirit may find daily joy-giving recreation with which to fill this new leisure.

Notes on the Convention

(Continued from Page 372)

the convention when he said, "Americans have gone wild over competitive sport."

Quoting Miss Alice Sefton, "We want to bring back the social qualities in games."

Dr. J. B. Nash, in his talk on "Attitudes and Athletics" before the student section, voiced some very timely thoughts. He said some of the most important things in life are caught, not taught. Some attitudes will remain. You act about attitudes, not facts. We must be emotionalized to act.

Mr. Chas. C. Tillinghast, Headmaster, Horace Mann School for Boys, spoke before the Private School Section of the difficulty of building up a program that is not a team feeder. Also of the close correlation of physical education and general education.

Space does not permit mention of the many interesting films, demonstrations, dances, and dance exhibitions, nor of any detailed mention of the many and varied commercial and educational exhibits.

This is only my sixth national convention, and so I speak with small authority when I report it as the greatest one ever held by the A.P.E.A.

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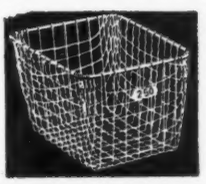
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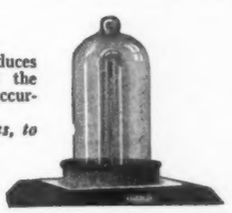

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New Books Received

Complete book reviews are contained in the RESEARCH QUARTERLY

Textbook of Gymnastics. K. A. Knudsen, translated by F. Braae Hansen. (Philadelphia: P. Blakiston's Son and Co., Inc., 1937), 364 pages, $3.00.

In spite of the recent increased emphasis on games and sports in the physical education program, the values and uses of the more formal activities should not be overlooked. This comprehensive presentation of the principles and exercises of the Ling system of gymnastics is a valuable contribution to the literature on this phase of our program. The kinesiology of each exercise is fully discussed. Photographs, anatomical drawings, and X-ray plates illustrate clearly the actions involved and their effects on joints and spine.

The Kinesiology of Corrective Exercise. Gertrude Hawley. (Philadelphia: Lea and Febiger, 1937), 268 pages, $2.75.

Teachers of corrective exercise classes have long wished to have available in convenient form the detailed analyses of the mechanics of normal and abnormal body functioning and structure, and of the exercises which may be prescribed for the correction of functional defects. Miss Hawley has supplied this need very adequately. A thorough discussion of "Fundamental Anatomical and Pathological Considerations" is followed by chapters on the general conduct of corrective exercise classes and on the analysis of exercises recommended for the correction of specific conditions.

The Game Way to Sports. H. Atwood Reynolds. (New York: A. S. Barnes and Co., 1937). 210 pages. $2.00.

In teaching the fundamental skills for the various team games, it is often helpful to have these skills incorporated in a simple game or relay in order to relieve the monotony of practice. It has always been difficult to find satisfactory lead-up games of this type. Mr. Reynolds has undertaken the task of collecting and devising a large number of games using the fundamental skills of nine major sports. The games are carefully described and illustrated by diagrams. This book will be helpful to all of those who are teaching sports to girls and boys in high school and college.

Speedball For Girls and Women. Helen Barton. (Ann Arbor, Michigan: Edwards Brothers, 1937), 97 pages, lithoprinted, $1.25.

Miss Barton has been for several years chairman of the Speedball Rules Committee of the Women's Athletic Section, and has made notable contributions to the development of this game and its increasing popularity in the high school program. Her book gives an abundance of practical material on techniques, team play, and coaching, and is well illustrated with photographs, stickmen drawings, and diagrams.

Notes for Modern Dance. Mary P. O'Donnell and Sally T. Dietrich. (New York: A. S. Barnes and Co., 1937). 59 pages, Spiral Binding, $2.00. Cloth, $2.50.

A well-known dance instructor and her accompanist have collaborated in a volume of musical selections especially suited for the accompaniment of the various fundamental movements of modern dance. A brief description of these fundamentals will be helpful to the dance instructors. The spiral binding makes the book especially convenient for use on the piano.

The Teaching of Swimming, Diving, and Water Sports. Ferd John Lipovetz. (Minneapolis: Burgess Publishing Company, 1937), 147 pages, mimeoprinted, $2.75.

A compilation of teaching materials and lesson plans for every phase of the swimming pool program. A number of well-known coaches and swimmers have contributed materials, and Mr. Lipovetz has added the results of his teaching experience. The section on aquatic stunts and games contains a variety of interesting activities for the teaching and recreational program.

Mathematics of Everyday Life. (Health Unit.) George A. Boyce and Willard W. Beatty. (New York: Inor Publishing Company, 1936). 130 pages.

This textbook is an excellent example of the possibilities of correlation of health with mathematics. Its mathematical content fully meets the recommendations of generally accepted authorities; likewise, the socio-economic data and psychological situations have been carefully selected from authoritative data and checked by qualified experts. The health educator can recommend this practical textbook to teachers of mathematics without hesitation.

Streamline Your Mind. James L. Mursell. (Philadelphia: Lippincott, 1936). 254 pages. $2.00.

Modern principles of efficient learning and the importance of the will to learn are covered in popular and interesting style in this new book by a well-known psychologist. Dr. Mursell gives specific and helpful suggestions on acquiring physical skill, governing your memory and your imagination, mastering and using language, and other aspects of successful learning.

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